



UNIVERSITY OF CALGARY
FACULTY OF ARTS
SCHOOL OF CREATIVE AND PERFORMING ARTS
Course Number and Title:
Session:

Instructor Office Email Office Hours	Alèn D. Martel N/A alen.martel@ucalgary.ca Online by appointment only
Day(s),time(s) and location of Class	Mondays & Wednesdays; 14:00 to 15:15 Online via ZOOM - link to be posted to D2L This course will be synchronous and students are expected to attend the ZOOM session in order to succeed in the course
Learning resources: required readings, textbooks and materials	All readings will be available via D2L or the University of Calgary online library - no textbook purchase required. Please see 'course schedule' below for a specific list of readings. Students will require access to a device with internet connection in order to attend ZOOM classes. You will need ZOOM 5.0 or later.
Learning Technologies and Requirements	There is a D2L site for this course which contains required readings and other relevant class resources and materials (see d2L.ucalgary.ca). In order to successfully engage in their learning experiences at the University of Calgary, students taking online, remote and blended courses are required to have reliable access to the following technology: <ul style="list-style-type: none"> ● A computer with a supported operating system, as well as the latest security, and malware updates; ● A current and updated web browser; ● Webcam (built-in or external); ● Microphone and speaker (built-in or external) or headset with microphone; ● Current antivirus and/or firewall software enabled; ● Broadband internet connection. Most current laptops will have a built-in webcam, speaker and microphone.
Prerequisites	Admission to the dance major
Course description	Introduction to dance theory, history, and criticism.
Course learning outcomes	By the completion of this course, successful students will be able to: <ol style="list-style-type: none"> 1. Critically understand the historical and contemporary theoretical perspectives that inform the field of dance studies 2. Write coherently about dance from a multiplicity of perspectives 3. Challenge ethnocentricity in observing, understanding, and discussing dance

	<ol style="list-style-type: none"> 4. Illustrate how dance can inform theory 5. Engage with and understand different dance aesthetics and cultures in relation to selected dance cultures 6. Reflect on one's own dance practice through a critical lens 7. Learn the basic fundamentals of Labanotation, including its application in the documentation and reading of dance and as a tool in dance research
Course schedule	<p><u>Weeks 1 to 6 - September 9 to October 14</u></p> <p>In these weeks, we will cover the historiography of dance studies, focusing on and critiquing the various twentieth-century approaches to the study of dance up until the current, modern approaches.</p> <p style="text-align: center;"><u>Readings</u></p> <p>Peterson, R., 'The Dance', <i>The Anthropology of Dance</i>, Hampshire, Dance Books Ltd., pp. 3-10.</p> <p>Youngerman, S., 'Curt Sachs and His Heritage: A Critical Review of the World History of the Dance with a Survey of Recent Studies That Perpetuate His Ideas', <i>Congress on Research in Dance</i>, vol. 6, no. 2, 1974, pp. 10-12. Available from: JSTOR.</p> <p>Radcliffe-Brown, A.R., 'Customs and Beliefs: Ceremonial', <i>The Andaman Islanders; a study in anthropology</i>, Cambridge, University Press, 1922, pp. 251-255. Available from: HathiTrust.</p> <p>Boas, F., 'Dance and Music in the Life of the Northwest Coast Indians of North America', in <i>The Function of Dance in Human Society</i>, Boas, F. (ed.), New York, Dance Horizons, 1972, pp.5-19. Available from: HathiTrust.</p> <p>Kaeppler, A., 'Dance in Anthropological Perspective', <i>Annual Review of Anthropology</i>, vol. 7, 1978, pp. 35-49. Available from: JSTOR.</p> <p>Keali'inohomoku, J., 'An Anthropologist Looks at Ballet as a Form of Ethnic Dance', in <i>Moving History/Dancing Cultures : A Dance History Reader</i>, Dils, A. and Albright, A.C. (eds.), Connecticut, Wesleyan University Press, 2001, pp. 33-43. Available from: ProQuest Ebook Central.</p> <p>You will also be introduced to Labanotation, a system for recording and analyzing human movement systems, which will culminate in both a composition and interpretation.</p> <p><u>Weeks 7 to 9 - October 19 to November 4</u></p> <p>These weeks will focus on reading and writing dance and dance aesthetics.</p> <p style="text-align: center;"><u>Readings</u></p>

Jowitt, D., 'Beyond Description: Writing Beneath the Surface', in *Moving History/Dancing Cultures : A Dance History Reader*, Dils, A. and Albright, A.C. (eds.), Connecticut, Wesleyan University Press, 2001, pp. 1-9. Available from: ProQuest Ebook Central.

Sklar, D., 'Five Premises for a Culturally Sensitive Approach to Dance', in *Moving History/Dancing Cultures : A Dance History Reader*, Dils, A. and Albright, A.C. (eds.), Connecticut, Wesleyan University Press, 2001, pp. 30-32. Available from: ProQuest Ebook Central.

Hannah, J.L., 'Aesthetics - Whose Notions of Appropriateness and Competency, What Are They, and How Do We Know?', *The World of Music*, vol. 45, no. 3, pp. 37-44. Available from: JSTOR.

Cohen, S.J., 'Introduction: The Caterpillar's Question', *The Modern Dance : Seven Statements of Belief*, Connecticut, Wesleyan University Press, 1966, pp. 3-14. Available from: ProQuest Ebook Central.

Gottschild, B.D., 'First Premises of an Africanist Aesthetic', *Digging the Africanist Presence in American Performance: Dance and Other Contexts*, Connecticut, Greenwood Press, 1996, pp. 11-19. Available from: HathiTrust.

Mills, G.Y., 'Is It Is or Is It Ain't: The Impact of Selective Perception on the Image Making of Traditional African Dance', *Journal of Black Studies*, vol. 28, no. 2, 1997, pp. 146-152. Available from: JSTOR.

Week 10 - November 8 to 14

No Classes - Reading Break

Weeks 11 to 14 - November 16 to December 9

Dance, Sexuality, and Gender

Readings

Hanna, J.L., 'Dance and Sexuality: Many Moves', *The Journal of Sex Research*, vol. 47, no. 2/3, 2010, pp. 212-241. Available from: JSTOR.

Dance, Politics, and Globalization

Readings

Foley, C., 'Perceptions of Irish Step Dance: National, Global, and Local', *Dance Research Journal*, vol. 33, no. 1, 2001, pp. 34-45. Available from: JSTOR.

Dance, Appropriation, and Colonialism

Readings

	<p>Rowe, N., 'Dance and Political Credibility: The Appropriation of Dabkeh by Zionism, Pan-Arabism, and Palestinian Nationalism', <i>Middle East Journal</i>, vol. 65, no. 3, 2011, pp. 363-380.</p> <p>Dance and Resilience</p> <p><u>Readings</u></p> <p>Treaty 7 Elders and Carter, S., 'Pre-treaty Life of Treaty 7 Nations: Social and Religious Life', <i>The True Spirit and Original Intent of Treaty 7</i>, pp. 83-97. Available from: ProQuest Ebook Central.</p>
<p>Assessment components</p>	<p><u>Assignment 1</u>: Participation, Discussions, and Quizzes Value: 20.00% Due Date: Ongoing until final class Type: Online via D2L and in-class via ZOOM Description: Ongoing participation and discussion questions that can occur pre-lecture, mid-lecture, or post-lecture. This will also include short quizzes surrounding readings and the application of key concepts.</p> <p><u>Assignment 2</u>: Labanotation Composition & Interpretation Value: 20.00% Due Date: October 14, 2020 Type: Written Assignment Description: You will be required to both compose a Labanotation assignment as well as interpret one assigned to you (by the instructor), which you will video record on your own time for submission. For the composition, grading will be based on the accuracy of the use of symbols as well as the honest interpretation of what is written, whereas the interpretation will be purely based on the accuracy of the presentation of what has been notated.</p> <p><u>Assignment 3</u>: "Live" Dance Work Analysis Value: 10.00% Due Date: November 15, 2020 Type: Written Assignment Description: written assignment based on a live or recorded professional dance work that is a minimum six hundred (600) words. This will be submitted via D2L. Students will be provided with a pre-approved list of works that can be viewed.</p> <p><u>Assignment 4</u>: Reading Summaries Value: 20.00% Due Date: October 16, 2020 (10%) & December 9, 2020 (10%) Type: Written Assignment Description: As an introduction to creating and curating the habit of cataloging articles with summaries, references, and commentary, this graded assignment will require you to keep a master document of readings from this course as well as articles that you will gather for your Research Assignment. Students will be expected to i) provide a proper citation for the reading; ii) three main points of the reading; and, iii) a short commentary on the reading. There will be a mid-semester check and grade worth half the value of this item in order to ensure that students are completing these summaries and are on the right track.</p> <p><u>Assignment 5</u>: Research Assignment</p>

	<p>Value: 30.00%</p> <p>Due Date: December 9, 2020</p> <p>Type: Written Assignment</p> <p>Description: assignment requirements to be discussed in class.</p> <p>Students must submit/complete all assignments in order to pass the course.</p>
Assessment expectations	<p><u>Guidelines for Submitting Assignments</u></p> <p>All assignments submitted via D2L must be in .pdf format and must be submitted in the appropriate dropbox. The student's name should be in the document title, e.g. Martel, A - Creative Assignment #1.pdf</p> <p><u>Guidelines for Formatting Assignments</u></p> <p>Each written assignment must follow the following format:</p> <ul style="list-style-type: none"> - Be double-spaced - Be 11pt font - 1" margins - Font must be Georgia - Use Oxford Reference style as the reference and citation style. Please visit this comprehensive website courtesy of the University of Western Australia for the guidelines: <p>https://guides.library.uwa.edu.au/ld.php?content_id=14872881</p> <p>WARNING: Do <u>not</u> use an online citation generation tool as it will not produce the correct results (this has been tried by students in previous classes and marks have been docked).</p> <p><u>Criteria That Must Be Met To Pass</u></p> <p>In order to pass the course, the student must achieve a minimum grade of D for the whole course. Therefore, the combination of all assignments must be a minimum of 62.60%.</p> <p><u>Missed or Late Assignments:</u></p> <p>Late assignments will be assigned a penalty of ten percent (10.00%) per day (defined as a single twenty-four (24) hour period) that they are late, prorated.</p> <p>Students must submit/complete all coursework in order to pass the course.</p> <p><u>Expectations for Writing:</u></p> <p>Writing skills are important to academic study across all disciplines. Consequently, instructors may use their assessment of writing quality as a factor in the evaluation of student work. Please refer to the Undergraduate Calendar E.2 Writing Across the Curriculum policy for details.</p>
Grading scale	<p>For the course as a whole, letter grades should be understood as follows, as outlined in the section F.1.1 Grading System and Transcripts of the Calendar: https://www.ucalgary.ca/pubs/calendar/current/f-1.html.</p>

	<p>A+ 97.6-100 A 92.6-97.5 A- 90-92.5 B+ 87.6-89.9 B 82.6-87.5 B- 80-82.5 C+ 77.6- 79.9 C 72.6-77.5 C- 70-72.5 D+ 67.6-69.9 D 62.6-67.5 F 0-62.5</p> <ul style="list-style-type: none"> • A grade of "C" or below may not be sufficient for promotion or graduation, see specific faculty regulations. • The number of "D" and "D+" grades acceptable for credit is subject to specific undergraduate faculty promotional policy.
<p>Guidelines for Zoom Sessions</p>	<p>Zoom is a video conferencing program that will allow us to meet at specific times for a “live” video conference, so that we can have the opportunity to meet each other virtually and discuss relevant course topics as a learning community.</p> <p>To help ensure Zoom sessions are private, do not share the Zoom link or password with others, or on any social media platforms. Zoom links and passwords are only intended for students registered in the course. Zoom recordings and materials presented in Zoom, including any teaching materials, must not be shared, distributed or published without the instructor’s permission.</p> <p>The use of video conferencing programs relies on participants to act ethically, honestly and with integrity; and in accordance with the principles of fairness, good faith, and respect (as per the Code of Conduct). When entering Zoom or other video conferencing sessions (such as MS Teams), you play a role in helping create an effective, safe and respectful learning environment. Please be mindful of how your behaviour in these sessions may affect others. Participants are required to use names officially associated with their UCID (legal or preferred names listed in the Student Centre) when engaging in these activities. Instructors/moderators can remove those whose names do not appear on class rosters. Non-compliance may be investigated under relevant University of Calgary conduct policies (e.g Student Non-Academic Misconduct Policy). If participants have difficulties complying with this requirement, they should email the instructor of the class explaining why, so the instructor may consider whether to grant an exception, and on what terms. For more information on how to get the most out of your zoom sessions visit: https://elearn.ucalgary.ca/guidelines-for-zoom/.</p> <p>Please be prepared, as best as you are able, to join class in a quiet space that will allow you to be fully present and engaged in Zoom sessions. Students will be advised by their instructor when they are expected to turn on their webcam (for group work, presentations, etc.).</p> <p>Recording Zoom class sessions is at the discretion of the instructor; missing a Zoom class is equivalent to missing an in-person class. The instructor <i>may</i> record online Zoom class sessions for the purposes of supporting student learning in this class – such as making the recording available for review of the session or for students who miss a session – but this is not a requirement. Should an instructor choose to record a class session, students will be advised before the instructor initiates a recording of a Zoom session. These recordings will be used to support student learning only and will not be shared or used for any other purpose.</p>
<p>Academic Accommodation</p>	<p>It is the student’s responsibility to request academic accommodations according to the University policies and procedures listed below. The Student Accommodations policy is available at https://ucalgary.ca/student-services/access/prospective-students/academic-accommodations.</p>

	<p>Students needing an accommodation based on disability or medical concerns should contact Student Accessibility Services (SAS) in accordance with the Procedure for Accommodations for Students with Disabilities (https://www.ucalgary.ca/policies/files/policies/procedure-for-accommodations-for-students-with-disabilities.pdf). Students who require an accommodation in relation to their coursework based on a protected ground other than Disability should communicate this need in writing to their Instructor.</p> <p>SAS will process the request and issue letters of accommodation to instructors. For additional information on support services and accommodations for students with disabilities, visit www.ucalgary.ca/access/ .</p>
Academic integrity, plagiarism	<p>Academic Misconduct refers to student behavior which compromises proper assessment of a student's academic activities and includes: cheating; fabrication; falsification; plagiarism; unauthorized assistance; failure to comply with an instructor's expectations regarding conduct required of students completing academic assessments in their courses; and failure to comply with exam regulations applied by the Registrar.</p> <p>For information on the Student Academic Misconduct Policy and Procedure please visit: https://ucalgary.ca/policies/files/policies/student-academic-misconduct-policy.pdf and https://ucalgary.ca/policies/files/policies/student-academic-misconduct-procedure.pdf. Additional information is available on the Academic Integrity Website at https://ucalgary.ca/student-services/student-success/learning/academic-integrity.</p>
Internet and electronic communication device	<p>The use of laptop and mobile devices is acceptable when used in a manner appropriate to the course and classroom activities. Please refrain from accessing websites and resources that may be distracting to you or for other learners during class time. Students are responsible for being aware of the University's Internet and email use policy, which can be found at https://www.ucalgary.ca/policies/files/policies/electronic-communications-policy.pdf</p>
Intellectual Property	<p>Course materials created by instructors (including presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the instructor. These materials may NOT be reproduced, redistributed or copied without the explicit consent of the instructor. The posting of course materials to third party websites such as note-sharing sites without permission is prohibited. Sharing of extracts of these course materials with other students enrolled in the course at the same time may be allowed under fair dealing.</p>
Copyright	<p>All students are required to read the University of Calgary policy on Acceptable Use of Material Protected by Copyright (www.ucalgary.ca/policies/files/policies/acceptable-use-of-material-protected-by-copyright.pdf) and requirements of the copyright act (https://laws-lois.justice.gc.ca/eng/acts/C-42/index.html) to ensure they are aware of the consequences of unauthorised sharing of course materials (including instructor notes, electronic versions of textbooks etc.). Students who use material protected by copyright in violation of this policy may be disciplined under the Non-Academic Misconduct Policy https://www.ucalgary.ca/pubs/calendar/current/k.html.</p>
Freedom of Information and Protection of Privacy	<p>Student information will be collected in accordance with typical (or usual) classroom practice. Students' assignments will be accessible only by the authorized course faculty. Private information related to the individual student is treated with the utmost regard by the faculty at the University of Calgary.</p>
Student Support	<p>Please visit this link for important information on UCalgary's student wellness and safety resources: https://www.ucalgary.ca/registrar/registration/course-outlines</p>