



UNIVERSITY OF CALGARY
FACULTY OF ARTS
SCHOOL OF CREATIVE AND PERFORMING ARTS - DANCE
DANCE 481: CROSS CULTURAL CURRENTS
THEORIZING DANCING BODIES
Session: Fall 2018

Professor: Melanie Kloetzel
Office: CHD 517
Phone: 403-220-6565
Email: kloetzel@ucalgary.ca
Office Hours: MW 11-12, or by appointment
Class Location and Time: Th 2-4:45 pm in CHF 214

Learning Resources, Required Texts:

Course pack available at Bound and Copied and/or at the U of C Bookstore.

Course Description: Critical dance theory and global dance forms.

Course Overview:

In this course, we will explore some of the fundamental theoretical concerns that dancers and choreographers face when dancing/making dances. We will examine the political, historical, and cultural events that provide context for dance and we will observe how theory, context and practice interrelate in the creation of dances. In particular, we will focus on dance forms that have emerged in the recent past, noting the major catalysts for a form's fruition and how a form responds to as well as shapes contextual and cultural changes. As we dissect these forms as cultural and political practices informed by world events, we will also note how theoretical notions of culture, race, gender, identity, and the body influence and/or are influenced by the form. By progressing through this course, I hope that you will discover your own ideas of what makes dance an emerging and relevant cultural form. Dance 481 acts as the main theory and research methods seminar for dance majors at the University of Calgary.

Prerequisites: [Dance 267](#), and [345](#) or [347](#); or by consent of the instructor

Course Learning Outcomes:

Throughout this course, we will explore how dance scholars theorize the dancing body by asking the following questions: What frames our experience of new dance forms? How does dance as a cultural practice shape and/or reflect the cultures from which the form originated? What political and historical events have shaped specific dance forms? Do dance forms comment on, undermine, or reinforce cultural stereotypes around identity? How does performance of these forms embody politics? What political representations manifest in the forms? What theoretical lenses can help us explore and analyze these emerging forms? By exploring these diverse practices in the context of cultural, political, and historical events, we aim to facilitate a better understanding not only of our own culture, but also of the importance of dance in a global setting.

By the completion of this course, successful students will be able to:

- 1) Read, identify arguments, and engage in discussions of theory-based dance scholarship at an advanced elementary level
- 2) Delineate a collection of major themes that have influenced global dance forms in the past century

- 3) Identify how major world events, political theory, and dance creation can interrelate
- 4) Discuss the catalysts for emerging global dance forms
- 5) Identify how theories of the body emerge from and influence diverse dance forms
- 6) Discuss how certain Western philosophical ideals impact dance in North America
- 7) Create practical task-based movement activities at an advanced elementary level that engage with theoretical models introduced in dance scholarship
- 8) Engage in in-depth scholarly research at an elementary level
- 9) Delineate the necessary steps of a research process including the choice of topic, creation of operational question, argument-based thesis statement, written outline, and exact citations
- 10) Write well-informed introductory level research papers on a chosen topic that addresses dance theory and global dance forms

Course Schedule and Activities:

This course will follow an experiential lecture format, integrating lecture, discussion, and movement in class. Students should come to class prepared both to take notes during discussion and to move as needed. In addition, the course will include readings, the creation of movement tasks, as well as in-depth written assignments to complete outside of class times. We will explore dance as it is presented in live performances and on video. The course will end with a public conference at which all students must present their final research projects and be prepared to hand in their final, well-researched, 10-page papers.

Assessment components and expectations:

In terms of grading, students will be assessed on the following:

- 1) Completion of in-class and out-of-class video viewings and movement labs (no previous movement experience is required).
- 2) Completion of weekly readings of the articles required. After completing the readings, each student will need to post a 1-2 sentence summary of the thesis of **each** article on D2L **prior** to class discussion of that article. This, along with your participation in class discussions, will determine your participation mark for the class. (20%)
- 3) Each student must write one 2-page paper exploring his/her discussion article in relation to the main themes of this class. In these papers, the student will need to delineate the author's thesis/argument, summarize the key points the author makes to support his/her thesis, state why s/he makes this argument, and, most importantly, assess the strengths and weaknesses of her/his arguments. These papers are due on the day the student helps leads discussion about that article. Along with the paper, students must hand in a list of questions (3-4 total) they will ask when leading discussion. (10%)
- 4) Each student must create one movement assignment for full class participation based on one of the articles chosen at the beginning of term. On the day that s/he leads this participation, the student must hand in a one-page statement explaining how the movement assignment relates to the article assigned and what outcomes s/he expected from the class enactment of the movement assignment. Along with the one-page statement, students must hand in a one-page list of questions (3-4 total) that will help lead discussion in relation to the movement assignment. These questions should address the movement assignment's relationship to the theoretical principles of the article, as well as the personal experience of the participants. (10%)
- 5) Two in-class exams. (30%)
- 6) Final projects, including an in-class presentation as well as a 10-page paper (or 6-page paper if you choose the choreography option) exploring issues discussed in this class as demonstrated by the choreographer/dance form of your choice. These projects must be approved by me by the end of Week 7. The breakdown for this project is as follows: an introductory paragraph and list of sources (5% of grade), final papers (20%), presentation of paper (5%); OR if choosing the choreography

option, the breakdown includes an introductory paragraph and list of sources (5% of grade), final papers (15%), presentation of choreography and paper (10%). Students will work closely with a peer to edit their papers at various stages of this process. Presentations of the research will occur in a formal conference-style setting (open to the public) and papers must be handed in immediately after the student's presentation.

<p>Assessment Expectations</p>	<p><u>Expectations for Writing:</u> 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> <p><u>Guidelines for Formatting Assignments</u> Papers should be formatted with 1-inch margins, 12-point font, double-spaced, using Times New Roman font.</p> <p><u>Guidelines for Submitting Assignments</u> Any assignments that are emailed instead of provided in hard copy on the due date will not be handed back with comments; you must see me to obtain your letter grade.</p> <p><u>Late Assignments</u> Late assignments will have 10% points deducted per late day.</p>																																							
<p>Grading Scale</p>	<p>(DANCE) The following numerical rubric will be applied: 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> <p>For the course as a whole, letter grades should be understood as follows, as outlined in the section F.1.1 Undergraduate Grading System of the Undergraduate Calendar for 2018-2019:</p> <table border="1" data-bbox="451 1150 1489 1906"> <thead> <tr> <th>Grade</th> <th>Grade Point Value</th> <th>Description</th> </tr> </thead> <tbody> <tr> <td>A+</td> <td>4.00</td> <td>Outstanding performance</td> </tr> <tr> <td>A</td> <td>4.00</td> <td>Excellent performance</td> </tr> <tr> <td>A-</td> <td>3.70</td> <td>Approaching excellent performance</td> </tr> <tr> <td>B+</td> <td>3.30</td> <td>Exceeding good performance</td> </tr> <tr> <td>B</td> <td>3.00</td> <td>Good performance</td> </tr> <tr> <td>B-</td> <td>2.70</td> <td>Approaching good performance</td> </tr> <tr> <td>C+</td> <td>2.30</td> <td>Exceeding satisfactory performance</td> </tr> <tr> <td>C</td> <td>2.00</td> <td>Satisfactory performance</td> </tr> <tr> <td>C-</td> <td>1.70</td> <td>Approaching satisfactory performance.</td> </tr> <tr> <td>*D+</td> <td>1.30</td> <td>Marginal pass. Insufficient preparation for subsequent courses in the same subject</td> </tr> <tr> <td>*D</td> <td>1.00</td> <td>Minimal Pass. Insufficient preparation for subsequent courses in the same subject.</td> </tr> <tr> <td>F</td> <td>0.00</td> <td>Failure. Did not meet course requirements. Several Faculties utilize an F grade that does not carry weight in</td> </tr> </tbody> </table>	Grade	Grade Point Value	Description	A+	4.00	Outstanding performance	A	4.00	Excellent performance	A-	3.70	Approaching excellent performance	B+	3.30	Exceeding good performance	B	3.00	Good performance	B-	2.70	Approaching good performance	C+	2.30	Exceeding satisfactory performance	C	2.00	Satisfactory performance	C-	1.70	Approaching satisfactory performance.	*D+	1.30	Marginal pass. Insufficient preparation for subsequent courses in the same subject	*D	1.00	Minimal Pass. Insufficient preparation for subsequent courses in the same subject.	F	0.00	Failure. Did not meet course requirements. Several Faculties utilize an F grade that does not carry weight in
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Important Term Dates	<p>Fall 2018 Thursday, September 6th to Friday December 7th 2018 Reading Week: November 11-17 Last day to drop a course: Thursday September 13th Last day to add a course: Friday, September 14th Tuition and fee payment deadline: Friday, September 21st</p> <p>Winter 2019 Thursday, January 10th to Friday April 12th 2019 Reading Week: February 17-23 Last day to drop a course: Thursday January 17th Last day to add a course: Friday, January 18th Tuition and fee payment deadline: Friday, January 25th</p>										
Midterm and final examination scheduling	<p>Final examinations may be scheduled at any time during the examination period (December 10-20 for Fall 2018; Apr. 15-27 for Winter 2019); students should therefore avoid making prior travel, employment, or other commitments for this period. If a student is unable to write an exam through no fault of his or her own for medical or other valid reasons, documentation must be provided and an opportunity to write the missed exam may be given. Students are encouraged to review all examination policies and procedures: ucalgary.ca/registrar/exams/deferred_final</p>										
Deferrals of exams/term work	<p>It is possible to request a deferral of term work or final examinations for reasons of illness, accident, family or domestic affliction, or religious obligations. Please check with your advisor if any of these issues make it impossible for you to sit an exam or finish term work by stated deadlines. ucalgary.ca/registrar/exams/deferred_final ucalgary.ca/pubs/calendar/current/g-6.html ucalgary.ca/pubs/calendar/current/g-7.html</p>										
Academic accommodation	<p>Students seeking an accommodation based on disability or medical concerns should contact Student Accessibility Services (SAS); 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 ucalgary.ca/access/accommodations/policy. 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. The full policy on Student Accommodations is available at ucalgary.ca/policies/files/policies/student-accommodation-policy.pdf</p>										
Academic integrity, plagiarism	<p>The University of Calgary is committed to the highest standards of academic integrity and honesty. Students are expected to be familiar with these standards regarding academic honesty and to uphold the policies of the University in this respect. Students are referred to the section on plagiarism in the University Calendar (ucalgary.ca/pubs/calendar/current/k-3.html; ucalgary.ca/pubs/calendar/current/k-5.html) and are reminded that plagiarism—using any source whatsoever without clearly documenting it—is an extremely serious academic offence. Consequences include failure on the assignment, failure in the course and</p>										

	possibly suspension or expulsion from the university. You must document not only direct quotations but also paraphrases and ideas where they appear in your text. A reference list at the end is insufficient by itself. Readers must be able to tell exactly where your words and ideas end and other people's words and ideas begin. This includes assignments submitted in non-traditional formats such as Web pages or visual media, and material taken from such sources. Please consult your instructor or the Student Success Centre (TFDL 3rd Floor) if you have any questions regarding how to document sources.
Internet and electronic communication device	elearn.ucalgary.ca/category/d21/ucalgary.ca/emergencyplan/emergency-instructions/uc-emergency-app The in-class use of computers may be approved by your Instructor. Cell phones and other electronic communication devices should be silenced or turned off upon entering the classroom. If you violate the Instructor's policy regarding the use of electronic communication devices in the classroom, you may be asked to leave the classroom; repeated abuse may result in a charge of misconduct. No audio or video recording of any kind is allowed in class without explicit permission of the Instructor. For more information on Freedom of Information and Privacy visit: ucalgary.ca/legalservices/foip
Copyright	It is the responsibility of students and professors to ensure that materials they post or distribute to others comply with the Copyright Act and the University's Fair Dealing Guidance for Students. Further copyright information for students is available on the Copyright Office web page (library.ucalgary.ca/copyright).
Students' union and ombudsperson contacts	Student Union: su.ucalgary.ca/about/who-we-are/elected-officials/ Faculty of Arts reps: arts1@su.ucalgary.ca ; arts2@su.ucalgary.ca ; arts3@su.ucalgary.ca ; arts4@su.ucalgary.ca Graduate Student's Association: ucalgary.ca/pubs/calendar/grad/current/graduate-students-association-gsa-grad.html Student Ombudsman: ucalgary.ca/ombuds/contact
Student Wellness and Mental Health	The University has a wealth of resources to support student physical and mental health, please see the SU Wellness Centre (http://www.ucalgary.ca/wellnesscentre/) or the Campus Mental Health Strategy (https://www.ucalgary.ca/mentalhealth/) for more information on these resources.
Emergency evacuation	Assembly points for emergencies have been identified across campus. THE PRIMARY ASSEMBLY POINT FOR CRAIGIE HALL IS THE PROFESSIONAL FACULTIES FOOD COURT. For classes in the Kinesiology buildings, the primary assembly point is in the MacEwan Student Centre – North Courtyard. The alternate assembly point is in the lobby of the University Theatres. For more information, see the University of Calgary's Emergency Management website: ucalgary.ca/emergencyplan/assemblypoints
Campus security	220-5333. Help phones: located throughout campus, parking lots, and elevators. They connect directly to Campus Security; in case of emergency, press the red button. For safewalk info visit: ucalgary.ca/security/safewalk
SCPA Claim Your Seat Program: Student Guidelines	<ol style="list-style-type: none"> 1. The Claim Your Seat (CYS) program allows all University of Calgary students to attend on-campus School of Creative and Performing Arts (Dance, Drama and Music) events free of charge. 2. Depending on the performance, there is a limited number of seats available for CYS. There is not a guarantee that tickets will be available for all CYS patrons for every performance, based on audience size, demand, etc. 3. CYS tickets are a privilege. If a student receives a ticket to attend a performance, it is expected that they will respect the value of the admission and attend the performance. 4. Process for students: On the date of the performance, from the time the Box Office opens until 15 minutes prior to the performance start time, students should find the UTS staff member with an iPad and show their UCID card to print their CYS ticket. If students arrive after 15 minutes prior to the performance start time, they can also go to the Box Office and purchase a ticket at the student rate. Students should not go to the Box Office unless they are purchasing a ticket.

	<p>5. they can find a UTS staff member with an iPad and get their CYS ticket from them.</p> <p>6. If students have a course requirement to attend a performance for a specific date, access to the tickets will be communicated by the instructor to University Theatre Services prior to the event. The best guarantee for a free ticket is to arrive early, up to 45 minutes prior to the performance start time.</p> <p>7. Respect for the Front of House and theatre staff, performers and fellow patrons is an absolute requirement. Failure to comply with this will lead to being asked to leave the venue and could result in the revoking of CYS privileges.</p>
SCPA Librarian	<p>Marc Stoeckle, MLIS, BA Learning & Services Librarian for School of Creative & Performing Arts and School of Languages, Linguistics, Literatures & Cultures Libraries & Cultural Resources, University of Calgary Ph: 403.220.6777, Email: mstoeckle@ucalgary.ca, Office: TFDL 160D</p>
Faculty of Arts program advising and student information resources	<p>For academic advising, visit the Arts Students' Centre (ASC) for answers about graduation checks, and the 'big picture' questions. Drop in at SS102, email at ascarts@ucalgary.ca or call at 403-220-3580.</p> <p>For academic success support, such as writing, learning and peer support, visit the Student Success Centre on the third floor of the Taylor Family Digital Library (TFDL), email them at success@ucalgary.ca.</p> <p>For enrolment assistance, including registration (add/drop/swap) changes, paying fees, and navigating your Student Centre, contact Enrolment Services at 403-210-ROCK [7625], or visit them at the MacKimmie Block 117.</p>
Letter of permission	<p>If you wish to study at another institution while registered at the U of C, you must have a letter of permission. You can submit your request through your Student Centre at MyUofC. Students must have the Letter of Permission before they take the course at another school. Failure to prepare may result in no credit awarded and could result in suspension from the faculty.</p>
Course outlines for transfer credit	<p>It is possible that you will be asked for copies of this outline for credit transfers to other institutions or for proof of work done. It is the student's responsibility to keep these outlines and provide them to employers or other universities when requested. Please ensure that outlines of all the courses you take are kept in a safe place for your future reference. Departments/Programs do not guarantee that they will provide copies.</p>
Undergraduate associations	<p>DUS: Drama Undergraduate Society, CHC 005 uofcdus@gmail.com MUS: Music Undergraduate Society, CHF 219 undmusic@ucalgary.ca</p>