



**UNIVERSITY OF CALGARY**  
**FACULTY OF ARTS**  
**SCHOOL OF CREATIVE AND PERFORMING ARTS**  
**Course Number and Title: DNCE 427**  
**Cross Cultural Currents: Embodying Global Dance**  
**Session: Fall 2021**

Instructor Office Email Office Hours	Michèle Moss CHD 527 <a href="mailto:mmoss@ucalgary.ca">mmoss@ucalgary.ca</a> By appointment only In-person or via Zoom
Day(s),time(s) and location of Class	Tuesday and Thursday, 10 AM-11:50, Kines A163
Learning resources: required readings, textbooks and materials	<p>D2L portal will be used to communicate and facilitate learning.</p> <p>This is course is a physical survey and practice course, the work will be embodied with some modest seminar elements, image viewings and readings to reveal the topic.</p> <p>Film crew in class</p> <p>Fieldwork will be undertaken in YYC community, this will require some creativity and attention to health safety.</p> <p>Stage performance collaboration with World Music class under direction of Dr. Rod Squance on Dec. 06, 2021 in Rosza Centre</p> <p>Required film viewing will be undertaken online and, on any platform available to you. The learning resources available through University of Calgary Library-Media Catalogue (Alexander Street catalogue), YouTube, City of Calgary-Kanopy, , Jacobs Pillow website and on YT etc. (all FREE) and other sources such as Amazon Prime, Netflix</p> <p>A list will be provided /posted to D2L. The weekly semester schedule will also be made available so that you can prepare for the variety of activities and the necessary accoutrements and regalia.</p> <p>Please do your best to gather the following: Wellington boots, a double circle skirt (white if possible), white clothing dance ensemble of any sort, African fabric wrap skirt (called a Lapa), social dance shoes, a small scarf, and regular studio jazz shoes or non-marking soft runners.</p> <p>(Please note I do have some of the above items to loan.)</p> <p>OPTIONS for first two weeks: You do not have to watch all the following, these are just some options GENERAL RESEARCH TO ORIENT YOU TO THE TOPIC.</p> <p>FOLLOW THE LINKS BELOW prepare to discuss -find the language to describe effort, weight, purpose, aesthetics, and take note of language to build your glossary of terms and do formulate a few questions/answers.</p> <p><a href="https://www.youtube.com/watch?v=ZCKQCMu4yPI">https://www.youtube.com/watch?v=ZCKQCMu4yPI</a>  <a href="https://www.youtube.com/watch?v=-EjfGgvsldM">https://www.youtube.com/watch?v=-EjfGgvsldM</a>  <a href="https://www.youtube.com/watch?v=52gKDpoTNds">https://www.youtube.com/watch?v=52gKDpoTNds</a>  <a href="https://www.youtube.com/watch?v=xI5-xe35Y6Q">https://www.youtube.com/watch?v=xI5-xe35Y6Q</a>  <a href="https://www.youtube.com/watch?v=yE-xRzt-m2Q">https://www.youtube.com/watch?v=yE-xRzt-m2Q</a>  <a href="https://www.youtube.com/watch?v=-oHH9k2LkMc">https://www.youtube.com/watch?v=-oHH9k2LkMc</a></p>

	<p>These are presented for you to take in during the course of the semester.</p> <p>The Dancing series</p> <p><b>Dancing: New Worlds, New Forms</b>  <a href="https://video-alexanderstreet-com.ezproxy.lib.ucalgary.ca/search?q=Dancing%3A%20New%20Worlds%20New%20Forms">https://video-alexanderstreet-com.ezproxy.lib.ucalgary.ca/search?q=Dancing%3A%20New%20Worlds%20New%20Forms</a></p> <p>The Dancing series composed by John Hill and Camara Kambon; produced by Orlando Bagwell, 1951-, Rhoda Grauer and Susan Bellows; performed by Raoul Trujillo (ArtHaus Musik, 1993), 59 mins  Mark Obenhaus (Director), Stephanie Bakal (Producer), Rhoda Grauer (Producer), Dancing: Dancing in One World. ArtHaus Musik. [Streaming Video].</p> <p><b>And</b></p> <p><b>Dancing: Dancing in One World</b>  <a href="https://video-alexanderstreet-com.ezproxy.lib.ucalgary.ca/watch/dancing-dancing-in-one-world/cite?context=channel:contemporary-ballet">https://video-alexanderstreet-com.ezproxy.lib.ucalgary.ca/watch/dancing-dancing-in-one-world/cite?context=channel:contemporary-ballet</a></p> <p>Mark Obenhaus (Director), Stephanie Bakal (Producer), Rhoda Grauer (Producer), Dancing: Dancing in One World. ArtHaus Musik. [Streaming Video]. Retrieved from video.alexanderstreet.com/watch/dancing-dancing-in-one-world database</p> <p><b>2) African Dance: Sand, Drum, and Shostakovich</b>  <a href="https://video-alexanderstreet-com.ezproxy.lib.ucalgary.ca/watch/african-dance-sand-drum-and-shostakovich?context=channel:ethnographic-video-online">https://video-alexanderstreet-com.ezproxy.lib.ucalgary.ca/watch/african-dance-sand-drum-and-shostakovich?context=channel:ethnographic-video-online</a></p> <p>Ken Glazebrook (Author), Alla Kovgan (Author), Ken Glazebrook (Director), Alla Kovgan (Director), Ken Glazebrook (Producer), Alla Kovgan (Producer), (2002). African Dance: Sand, Drum, and Shostakovich. Watertown, MA: Documentary Educational Resources (DER). [Streaming Video]. Retrieved from video.alexanderstreet.com/watch/african-dance-sand-drum-and-shostakovich database 1:09</p> <p><b>3) Indigenous Dance –“Living a Circular Life”   Dallas Arcand   TEDxYYC</b>  <a href="https://www.youtube.com/watch?v=niRs_VlqzYU">https://www.youtube.com/watch?v=niRs_VlqzYU</a>  <a href="https://www.youtube.com/watch?v=ANwKCQh-law">https://www.youtube.com/watch?v=ANwKCQh-law</a></p> <p><b>4) Bare Feet with Mickela Milozzi -Series Available on Amazon Prime Video or select episodes on YouTube</b>  <a href="https://www.primevideo.com/detail/01V7QDJ2OUQDVIRC21J0KHJJDZ/ref=atv_dp">https://www.primevideo.com/detail/01V7QDJ2OUQDVIRC21J0KHJJDZ/ref=atv_dp</a>  <a href="https://www.youtube.com/watch?v=F5mYckHhHoM">https://www.youtube.com/watch?v=F5mYckHhHoM</a>  <a href="https://www.youtube.com/watch?v=ANwKCQh-law">https://www.youtube.com/watch?v=ANwKCQh-law</a></p> <p><b>5) TEDxObserver - Peter Lovatt - Psychologist and dancer</b>  <a href="https://www.youtube.com/watch?v=ihCh5wzNjYY">https://www.youtube.com/watch?v=ihCh5wzNjYY</a></p>
<p>Learning Technologies and Requirements</p>	<p>There is a D2L site for this course which contains required readings and other relevant class resources and materials to assist you in project and general RESEARCH TO ORIENT YOU TO OUR TOPIC (see d2L.ucalgary.ca).</p>

	<p>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:</p> <ul style="list-style-type: none"> <li>• A computer with a supported operating system, as well as the latest security, and malware updates;</li> <li>• A current and updated web browser;</li> <li>• Webcam (built-in or external);</li> <li>• Microphone and speaker (built-in or external) or headset with microphone;</li> <li>• Current antivirus and/or firewall software enabled;</li> <li>• Broadband internet connection.</li> </ul> <p>Most current laptops will have a built-in webcam, speaker and microphone.</p>
Prerequisites	None
Course description	<p>Embodied Practice and accompanying discussions and oral presentations. Experiential survey of dance practices from around the world. (2019 Focus on African Diaspora). This course is the embodied companion course to the theoretical course, 481: <i>Theorizing Dancing Bodies</i></p> <p>Dances will come from the Jazz continuum including, party dances, theatrical, and cultural/community practices. The course will have a focus on rhythmic practices, dances of West Africa and the African Diaspora. The work will involve learning/teaching a selection of cultural practices; some self-teaching, creation and imaginative practices will be required. Song, story and historical orientation will be explored.</p> <p>Fieldwork will be req'd outside of regular meeting time with dates, times and locations of your choosing as per your unique project. Professor approval is req'd.</p> <p>The opportunity to take the work to the stage in collaboration with SCPA-Music program World Music course will take the Rosza stage in evening performance on Dec 06, 2021. This is negotiable.</p>
Course learning outcomes	<p>By the completion of this course, successful students will be able to:</p> <ol style="list-style-type: none"> <li>1. Identify and analyze a selection of dances of other cultures</li> <li>2. Identify and discuss the relationship between the dance how it shapes culture and can relate to</li> <li>3. Accurately perform a selection of social and cultural dance forms and choreographies.</li> <li>4. Analyze and discuss the relationship between various global dance expressions and the contemporary artistic, political, and social contexts from which they emerged.</li> <li>5. Critically discuss and utilize/embody philosophies and terminology relative to multicultural education such as; <i>epistemology, ontology, interpretation, African D/diaspora, critical race theory, ephemeral, intergenerational, somatic, dualism, pluralism encoded/decoding, embodiment, embodied inquiry, human rights, sacred/secular, agency, social justice pedagogy, cultural appropriation, critical dance education, multiple ways of knowing, performative bodily "utterances", somatic, performative decolonizing methodology/ education, ethno-choreology, "world" dance vs "global" dance, worldview and ways of being beyond neoliberal, neocolonial paradigms, zeitgeist, mind-body dualism theory/mind-body</i></li> </ol>

	<p><i>connection, community dance, anti-black racism and culturally sensitive pedagogy.</i></p> <ol style="list-style-type: none"> <li>6. Identify key features of the various dances presented in relation to praxis, identity, power, religion, gender, race, class and sexuality in cross-cultural settings.</li> <li>7. Critically discuss indigenous dance and its impact on our specific location in southern Alberta.</li> <li>8. Conduct primary research in global dance practices in the Calgary community and articulate this research clearly and effectively in both oral and physical form.</li> <li>9. Opportunity to experience the concert stage and transmission of ideas through the physical body in artistic/aesthetic flight</li> </ol>
Course schedule	<p>No classes National Day for Truth and Reconciliation September 30, Reading week Nov. 09 and Remembrance Day Nov. 11 –Detailed semester calendar will be posted D2L in week two N.B. This calendar will be subject to change Sunday December 05 will be a rehearsal day but other wise our presentation work will be undertaken during class/studio time</p>
Assessment components	<p><b>Assignment 1:</b> Discussion Group/s and Informal Paper Preparation <b>Value:</b> 20% <b>Due Date:</b> September 28, 2019 <b>Description:</b> Building Vocabulary orienting to the topic Readings (including texts and films)</p> <p>VIEWINGS: (see above section on Learning Resources as well find at least one of your own)</p> <p>INFORMAL PAPER: This “paper” is a tool to help you sift through the issues, organize your thoughts, prepare for discussion with current language, to express different points of view and show evidence of your critical reflection on the topic of dancing in general and on specifically assigned readings and viewings. It is a preparation paper, for your own use in class discussion with bullet points, a list of words and their definitions, as well as ideas related to this topic. This rough “draft” will be turned in after class as part of the assignment assessment process. You may consider eventually turning this into a more formal essay or position paper. (extra credit available)</p> <p><b>Assignment 2:</b> Midterm Fieldwork Project <b>Value:</b> 30% <b>Due Date:</b> October 24, 28 and 31, 2019 (Presentation dates will be assigned randomly) <b>Type:</b> In-studio presentation both oral and embodied A video recording for assessment of student learning will be taken. <b>Description:</b> This is a self-directed in-field community project that requires you find a cultural dance society or social dance opportunity and be in attendance to appreciate the experience on more than one occasion. 1. You must learn a dance, experience an event or class and then return from the ‘field’ to share what you learned in an embodied manner. You will find a fellow participant with some experience and ask them some questions related to- why dance? You will post to D2L the name of the dance form, the organization, the dates you attended, the individuals/teachers and address of location where you</p>

	<p>intend to participate. (post by October 5<sup>rd</sup> 2021)</p> <p>2. Dance literacy- Watching images find ways to express what you see and formulate questions and describe the experience; this will be woven into your presentation. Start with Ann Dils reading <b>[PDF]Why Dance Literacy? - Journal of the Canadian Association ...</b> <a href="https://jcacs.journals.yorku.ca › index.php › jcacs › article › download">https://jcacs.journals.yorku.ca › index.php › jcacs › article › download</a></p> <p>3.Presentation: In-studio 10-minute embodied presentation of your community experience with reference to both the notion of ‘dance literacy’ and participant interview.</p> <p><b>Assignment 3:</b> On-going critical engagement and robust practical participation- video recording will be used for assessment. Class journal is recommended. <b>Value:</b> 40%</p> <p><b>Assignment 4-Final:</b> Group Creative Process Project <b>Value:</b> 10% <b>Date:</b> November 28, December 3 and 5, 2019 <b>Length:</b> 15-minute demonstration slot. <b>Description:</b> Using cultural and social dance experiences as inspiration, you will create choreography, as a group. The choreography should reflect some aspect of life; your personal life (<i>life-world</i>) or our shared Calgary or Western Canadian experience. The project will allow students to flex their compositional skills in a group setting. Do have fun and be as playful as you can by using your imagination and the mind-body system to create a meaningful collective work.</p> <p>Further project details will be provided through D2L</p> <p><b>Available opportunity: Performance (concert setting) Participation Available IF you are interested please identify yourself to Professor Moss</b> November 29, 8pm, in the Rozsa with Rod Squance and World Music Ensemble (and rehearsals TBA) (extra credit available) Select dances will be performed with <i>The World Music Ensemble. This ensemble is made up of a combination of instruments from different cultures throughout the world, including Western and non-Western instruments. The classical music, folk music and popular music of various cultural traditions are explored in semester work and in concert.</i></p>
<p>Assessment expectations</p>	<p><u>Guidelines for Submitting Assignments:</u> Details in <b>assessment component</b> above</p> <p><u>Missed or Late Assignments:</u> No credit or 10 points deducted per day late</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>

Grading scale	<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 Calendar: <a href="https://www.ucalgary.ca/pubs/calendar/current/f-1.html">https://www.ucalgary.ca/pubs/calendar/current/f-1.html</a>.</p> <p>FOR DANCE COURSES:</p> <ul style="list-style-type: none"> <li>The following numerical rubric will be applied:</li> </ul> <table border="0"> <tr> <td>A+ 97.6-100</td> <td>A 92.6-97.5</td> <td>A- 90-92.5</td> </tr> <tr> <td>B+ 87.6-89.9</td> <td>B 82.6-87.5</td> <td>B- 80-82.5</td> </tr> <tr> <td>C+ 77.6- 79.9</td> <td>C 72.6-77.5</td> <td>C- 70-72.5</td> </tr> <tr> <td>D+ 67.6-69.9</td> <td>D 62.6-67.5</td> <td>F 0-62.5</td> </tr> </table> <ul style="list-style-type: none"> <li>A grade of "C-" or below may not be sufficient for promotion or graduation, see specific faculty regulations.</li> <li>The number of "D" and "D+" grades acceptable for credit is subject to specific undergraduate faculty promotional policy.</li> </ul>	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
A+ 97.6-100	A 92.6-97.5	A- 90-92.5											
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D+ 67.6-69.9	D 62.6-67.5	F 0-62.5											
Guidelines for Zoom Sessions	<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 <a href="#">Code of Conduct</a>). 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 <a href="#">Student Non-Academic Misconduct Policy</a>). 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: <a href="https://elearn.ucalgary.ca/guidelines-for-zoom/">https://elearn.ucalgary.ca/guidelines-for-zoom/</a>.</p> <p>If you are unable to attend a Zoom session, please contact your instructor to arrange an alternative activity for the missed session (e.g., to review a recorded session). 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>The instructor may 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. 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>												
Academic Accommodation	<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 <a href="https://ucalgary.ca/student-services/access/prospective-students/academic-accommodations">https://ucalgary.ca/student-services/access/prospective-students/academic-accommodations</a>.</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 (<a href="https://www.ucalgary.ca/legal-">https://www.ucalgary.ca/legal-</a></p>												

	<p><a href="https://www.ucalgary.ca/legal-services/sites/default/files/teams/1/Policies-Accommodation-for-Students-with-Disabilities-Procedure.pdf">services/sites/default/files/teams/1/Policies-Accommodation-for-Students-with-Disabilities-Procedure.pdf</a>). 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 <a href="http://www.ucalgary.ca/access/">www.ucalgary.ca/access/</a>.</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: <a href="https://www.ucalgary.ca/legal-services/sites/default/files/teams/1/Policies-Student-Academic-Misconduct-Policy.pdf">https://www.ucalgary.ca/legal-services/sites/default/files/teams/1/Policies-Student-Academic-Misconduct-Policy.pdf</a> and <a href="https://www.ucalgary.ca/legal-services/sites/default/files/teams/1/Policies-Student-Academic-Misconduct-Procedure.pdf">https://www.ucalgary.ca/legal-services/sites/default/files/teams/1/Policies-Student-Academic-Misconduct-Procedure.pdf</a>. Additional information is available on the Academic Integrity Website at <a href="https://ucalgary.ca/student-services/student-success/learning/academic-integrity">https://ucalgary.ca/student-services/student-success/learning/academic-integrity</a>.</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 <a href="https://www.ucalgary.ca/legal-services/sites/default/files/teams/1/Policies-Acceptable-Use-of-Electronic-Resources-and-Information-Policy.pdf">https://www.ucalgary.ca/legal-services/sites/default/files/teams/1/Policies-Acceptable-Use-of-Electronic-Resources-and-Information-Policy.pdf</a>.</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 (<a href="https://www.ucalgary.ca/legal-services/sites/default/files/teams/1/Policies-Acceptable-Use-of-Material-Protected-by-Copyright-Policy.pdf">https://www.ucalgary.ca/legal-services/sites/default/files/teams/1/Policies-Acceptable-Use-of-Material-Protected-by-Copyright-Policy.pdf</a>) and requirements of the copyright act (<a href="https://laws-lois.justice.gc.ca/eng/acts/C-42/index.html">https://laws-lois.justice.gc.ca/eng/acts/C-42/index.html</a>) 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 <a href="https://www.ucalgary.ca/pubs/calendar/current/k.html">https://www.ucalgary.ca/pubs/calendar/current/k.html</a>.</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: <a href="https://www.ucalgary.ca/registrar/registration/course-outlines">https://www.ucalgary.ca/registrar/registration/course-outlines</a></p>