



UNIVERSITY OF CALGARY
FACULTY OF ARTS
SCHOOL OF CREATIVE AND PERFORMING ARTS
DANCE 481: CROSS CULTURAL CURRENTS
THEORIZING DANCING BODIES
Session: Fall 2020

Instructor Office Email Office Hours	Dr. Melanie Kloetzel CHD 517 kloetzel@ucalgary.ca Due to COVID-19 restrictions, by appointment only, via Zoom
Day(s),time(s) and location of Class	Th 2-4:45 pm in the Boris Roubakine Lecture Hall, CHC 105 This course is designated as an in-person course.
Learning resources: required readings, textbooks and materials	All readings will be posted on D2L.
Learning Technologies and Requirements	<p>There is a D2L site for this course which contains required readings and other relevant class resources and materials (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"> • 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. <p>Most current laptops will have a built-in webcam, speaker and microphone.</p>
Prerequisites	Dance 267 , and 345 or 347 ; or by consent of the instructor
Course description	<p>Critical dance theory and global dance forms.</p> <p>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</p>

	<p>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.</p>
<p>Course learning outcomes</p>	<p>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.</p> <p>By the completion of this course, successful students will be able to:</p> <ol style="list-style-type: none"> 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
<p>Course schedule</p>	<p>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 <u>following COVID-19 dictates of physical distancing</u>. 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 (via Zoom) at which all students must present their final research projects and be prepared to hand in their final, well-researched, 10-page papers.</p>

Assessment components	<p>In terms of grading, students will be assessed on the following:</p> <ol style="list-style-type: none"> 1) 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%) 2) 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%) 3) Each student must create one movement assignment for full class participation, <u>following COVID-19 dictates of physical distancing</u>. This assignment will be 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%) 4) Two in-class exams. (30%) 5) 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 (via zoom and open to the public) and papers must be handed in immediately after the student's presentation.
Assessment expectations	<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>

Guidelines for Submitting Assignments

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.

Late Assignments

Late assignments will have 10% points deducted per late day.

Expectations for Attendance and Participation:

This course relies on participation by all students. By participating, I mean not only showing up for class, but attending to the material at hand. Effort shows and I will be sure to take note of those fully engaged in the class. **With regard to participation, classes are considered equivalent to assignments; thus, missing classes will be detrimental to your final grade.** Please refer to the Undergraduate Calendar E.3 Attendance for details.

Grading scale

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

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 2019-20:

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 the same subject.
F	0.00	Failure. Did not meet course requirements.

		Several Faculties utilize an F grade that does not carry weight in calculating the grade point average. This will be noted in the calendar description as “Not Included in GPA” where applicable.
	**I 0.00	Incomplete. Sufficient work has not been submitted for evaluation, unable to adequately assess. May also be used when a final exam is not submitted.
	CR	Completed Requirements. Carries no weight in calculating the grade point average. This will be noted in the calendar description as “Not Included in GPA” where applicable
<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> <ul style="list-style-type: none"> • A grade below "B-" may not be sufficient for promotion within a stream and may affect time to graduation, see specific faculty regulations. <p>The number of "D" and "D+" grades acceptable for credit is subject to specific undergraduate faculty promotional policy.</p>		
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 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</p>	

	be used to support student learning only and will not be shared or used for any other purpose.
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 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>