

DANC 1304 – Dance Appreciation (ONLINE)
CRN 17740
Fall 2023

Instructor: S. Paola López Ramírez

Email: splopezramirez@utep.edu

Office Hours: Held on Zoom or MS Teams by appointment.

Course Description:

This is a survey course which uses a series of readings, lectures, videos and discussions to investigate who dances (i.e. who gets to dance) and why, and how, when and where dance happens. We will explore this through the lens of social and popular dance and look at the socio-political implications of movement on and off the stage. We will be learning how dance is interweaved with politics, economics, class, race, and gender and how that impacts the perception and embodiment of a dance in a particular time and place.

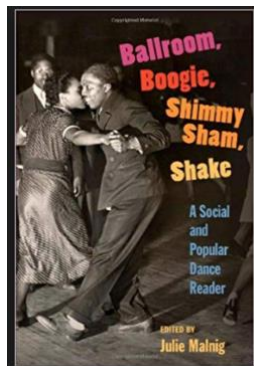
The course consists of 8 modules, each one looking at a social dance and its development—mainly in the U.S. Each module will consist of a reading assignment from our textbook, a quiz, two or more mini-lectures highlighting important concepts from the reading or adding contextual information, a video response and a movement assignment. In addition to that, you will have 4 group discussion boards, 2 exams and a dance performance response. Modules are expected to be completed in 1.5 weeks representing about 8-10 hours of work.

Course Objectives:

- √ To look at dance in many forms and locations in order to begin a critical examination of the form in varied contexts
- √ Embody different dance styles and use that information to further the critical exploration of dance theory and history
- √ Address key topics and terminology for learning about dance cultures
- √ Understand how the broader social, cultural, historical and political contexts shape dance and vice versa
- √ Relate and apply the theoretical and embodied knowledge of the class to our own experience.

Required Materials:

Ballroom, Boogie, Shimmy Sham, Shake: A Social and Popular Dance Reader. Ed. Julie Malmig (2009). ISBN-10: 9780252075650



Regular access to a computer or smart device with video camera, Blackboard, and your UTEP email account.

Criteria for Grading

Quizzes (45 points, 5 points each): For each module you will have a quiz on the reading assigned and they must be completed by the end of the first day of the module. You will also have a quiz on the class syllabus which will be due the first week of class. See breakdown of deadlines below or on our course map for specific dates.

Video responses (80 points, 10 points each): Each module will have a series of videos illustrating the dance(s) that we are investigating. The assignment will consist of responding to pointed questions about the physical structuring of the dance and the context in which it is happening. See breakdown of deadlines below or on our course map for specific dates.

Movement assignments (160, 20 points each):

I believe that a physical practice is necessary in any dance class. Therefore, for each module you will have short instructional videos or prompts for you to practice at home. Depending on the assignment, you will need to respond with either a short journal entry or by attaching a short video (1-minute max.) of your practice. Please read carefully the instructions on each blackboard assignment to know how to respond. See breakdown of deadlines below or on our course map for specific dates.

To get all the points available in these assignments, please keep in mind the following guidelines:

- Always use music when you are dancing. I should see you dancing to music in the video, please do not add music in the editing process.
- Edit your video to show me your best work. You **MUST** keep videos under 1-minute in length.
- Only videotape yourself doing the “final product” of the lesson, be it a combination, dance or sequence of dance movements.
- Make sure I see your **ENTIRE** body (including both of your feet and the top of your head) the **ENTIRE** length of the video.
- Unless otherwise noted, you must learn and demonstrate **ALL** dance steps in the instructional video(s).

Discussion boards (120, 30 points each):

Because this is an online course, your participation in discussion boards is very important. Throughout the semester, you will have four (4) discussions due, each consisting of two parts. You are required to post a **250 to 300-word** response to the prompt I offer and then, respond to 2 of your peers in **100 to 150 words** a few days later. See breakdown of deadlines below on our course map for specific dates.

Dance performance response (50 points):

You are required to watch ONE of the following dance performances online and write a thorough analysis of what you saw:

Revelations, by Alvin Ailey American Dance Theater

<https://youtu.be/kDXerubF4I4>

Deca Dance by Ohad Naharin

<https://youtu.be/7xxLV4lnnnk>

PLEASE NOTE: Detailed instructions on this assignment are available on blackboard. **DUE on November 27th.**

Peer Assessment (20 points): You will grade two of your peers' responses to the dance performance. A rubric will be provided on blackboard for you to assign grades. BOTH assessments will become available at 12:00 am on November 28th and they are due by 11:59 PM MT on **December 1st.**

Exam #1 (100 points): This exam will cover everything we read, watch, discuss and practice in the first half of the semester (Modules 1-4). The exam will not have a time limit and will be available starting October 9th at 12:00 am and it is due by 11:59 pm MT on **October 13th.**

Exam #2 (100 points): This exam will cover everything we read, watch, discuss and practice in the second half of the semester (Modules 5-8). The exam will not have a time limit and will be available starting December 6th at 12:00 am MT and it is due by 11:59 pm MT on **December 13th.**

Total possible points: 675

A= 100-90% (675-607)

B= 89-80% (606-540)

C= 79-70% (539-472)

D= 69-60% (471-405)

F= 59% and below (404 <)

EXTRA CREDIT: You can get extra credit by viewing extra performances. Or by taking dance lessons in your community or online. Each activity you do will be 5 extra points unless otherwise noted. To get credit you must send me a document with ALL the following information:

1. Name of the performance/ class
2. Name of the choreographer, teacher and/or performance group
3. Date and location where the performance/class took place
4. The video's URL or access link
5. Date and time you viewed the performance/ took the class

6. 300 to 350-word response to the performance/class

Send your document as a **PDF or .docx file** to my email: splopezramirez@utep.edu no later than **11:59 PM on December 11th**

Notes for being successful in this course:

- *Follow Instructions:* There are thorough instructions for each assignment including content and formatting. FOLLOW THEM. Something is not clear? Ask!
- *Written Assignments:* Please make sure you are detailed whenever you write for this class. The more information you give me to demonstrate your understanding of a question or concept, the more points you can earn! I won't make assumptions about what you write. All your answers **MUST** be clearly stated.
- *Assignment Submissions:* You are responsible for making sure your assignments go through and upload properly to blackboard by the due date. ALWAYS go back and double check that your submission went through. Making sure that your work is saved and turned in properly is YOUR RESPONSIBILITY. If you are experiencing technical difficulties contact UTEP's helpdesk or Blackboard Help.
- *Announcements:* Since this is an online course, announcements are the main form of communication that I have with you as a student. Check them often and read them thoroughly. If there are any specifications, changes or alterations to assignments, dates, or anything else regarding the class, they will be posted there. You are responsible for the information I share in every announcement.
- *Assignment Feedback:* I will post general feedback for each assignment in at least the first 2 modules to give you all an idea of where most students are losing points. If you want more specific details on your submission, please email me. I will be happy to provide more information via email or through a video call.
- *If you have questions:* ASK! The best way to get a hold of me is via email (please don't use blackboard to send me a message as I often miss those). Unless I announce otherwise, I should be able to get back to you within 48 hours. If you haven't heard from me after that time, please email me again. Remember to include your name and class name when reaching out to me!

Netiquette:

- Always consider audience. Remember that members of the class and the instructor will be reading all postings.
- Respect and courtesy must be provided to classmates and to instructor at all times. No harassment or inappropriate postings will be tolerated.
- When reacting to someone else's message, address the ideas, not the person. Post only what anyone would comfortably state in a face to face situation.
- Blackboard is not a public internet venue; all postings to it should be considered private and confidential. Whatever is posted on in these online spaces is intended for classmates and professor only. Please do not copy documents and paste them to a

publicly accessible website, blog, or other space. If students wish to do so, they have the ethical obligation to first request the permission of the writer(s).

Late-work Policy:

I generally do not accept late work. Please plan ahead and give yourself plenty of time to turn in assignments by the due date. If you need an exception or want to request an extension to an assignment, please email me as far in advance as possible.

Attendance Policy:

Because this is an online course, attendance is determined by class participation in online discussions. Students must be prepared to participate in online individual/group discussions and complete the course modules in order to understand and incorporate the information into their assignments and exams. Participation is worth 20% of the final grade.

Technology Requirements:

Course content is delivered via the Internet through the Blackboard learning management system (LMS). Ensure your UTEP e-mail account is working and that you have access to the Web. You may use any of the primary Web browsers—Explorer, Google Chrome, Firefox, Safari, etc. When having technical difficulties, try switching to another browser.

You will need to have or have access to a computer/laptop, printer, scanner, a webcam, and a microphone. You will need to download or update the following software: Microsoft Office, Adobe, Flashplayer, Windows Media Player, QuickTime, and Java. You will also need access to video editing software such as iMovie. Check that your computer hardware and software are up-to-date and able to access all parts of the course. If you encounter technical difficulties of any kind, contact the Help Desk at <https://www.utep.edu/technologysupport/>

Course Calendar**PLEASE NOTE:**

- All due dates are in Mountain Time (MT), keep in mind that the time will change from MDT to MST on November 5th.
- You can also refer to the Course Map document on our course page to see this information in table format.

WEEK 1 (August 28th)

Syllabus and class format

Syllabus Quiz due by 11:59 pm MT on **August 30th**

Module #1, What is Dance?

Reading DUE: *Introduction*, by Julie Malnig (pg. 1-13)

Quiz #1 due by 11:59 pm MT on **September 1st**

WEEK 2 (September 4th)

Video response due by 11:59 pm MT on **September 5th**

Response to discussion board prompt #1 by 11:59 pm MT on **September 6th**

Movement assignment #1 due by 11:59 pm MT on **September 8th**

Response to peers on discussion board by 11:59 pm MT on **September 8th**

WEEK 3 (September 11th)

Module 2, African Roots and the Creolization of Social Dance in the U.S.

Reading DUE: *Our National Poetry: The Afro-Chesapeake Inventions of American Dance*, by Jurretta Jordan Heckscher (pg. 19)

Quiz #2 due by 11:59 pm MT on **September 11th**

Video response due by 11:59 pm MT on **September 13th**

WEEK 4 (September 18th)

Movement assignment #2 due by 11:59 pm MT on **September 18th**

Module 3, Social Dances from Europe in the 1800s U.S.

Reading DUE: *The Civilizing of America's Ballrooms: The Revolutionary War to 1890*, by Elizabeth Aldrich (pg. 36)

Quiz #3 due by 11:59 pm MT on **September 20th**

Video response due by 11:59 pm MT on **September 22nd**

WEEK 5 (September 25th)

Response to discussion board prompt #2 by 11:59 pm MT on **Sept. 25th**

Movement assignment #3 due by 11:59 pm MT on **September 27th**

Response to peers on discussion board by 11:59 pm MT on **September 29th**

WEEK 6 (October 2nd)

Module 4, Rock n' Roll and Race in the U.S.

Reading DUE: *Rocking Around the Clock: Teenage Dance Fads from 1955-1965*, by Tim Wall (pg. 182)

Quiz #4 due by 11:59 pm MT on **October 2nd**

Video response due by 11:59 pm MT on **October 4th**

WEEK 7 (October 9th)

Movement assignment #4 due by 11:59 pm MT on **October 9th**

Exam #1 opens at 12:00 am October 9th and it's due by 11:59 pm MT on

October 13th

WEEK 8 (October 16th)

Module 5, Cuban Rumba

Reading DUE: *Rumba Then and Now*, by Yvonne Daniel (pg. 146)

Quiz #5 due by 11:59 pm MT on **October 16th**

Video response due by 11:59 pm MT on **October 18th**

Response to discussion board prompt by 11:59 pm MT on **October 20th**

WEEK 9 (October 23rd)

Movement assignment due by 11:59 pm MT on **October 23rd**

Response to peers on discussion board #3 by 11:59 pm MT on **October 25th**

Module 6, The Development of Mambo

Reading DUE: *Embodying Music, Disciplining Dance: The Mambo Body in Havana and New York City*, by David F. García (pg. 165)

Quiz #6 due by 11:59 pm MT on **October 27th**

WEEK 10 (October 30th)

Video response due by 11:59 pm MT on **October 30th**

Movement assignment due by 11:59 pm MT on **November 3rd**

WEEK 11 (November 6th)

Module 7, Dance in Music Videos

Reading DUE: *From Busby Berkeley to Madonna: Music Video and Popular Dance*, by Sherril Dodds (pg. 247)

Quiz #7 due by 11:59 pm MT on **November 6th**

Video response due by 11:59 pm MT on **November 8th**

Response to discussion board prompt by 11:59 pm MT on **November 10th**

WEEK 12 (November 13th)

Movement assignment due by 11:59 pm MT on **November 13th**

Response to peers on discussion board by 11:59 pm MT on **November 15th**

Module 8, Postmodern Dance and Hip-Hop

Reading DUE: *The Dance Archeology of Rennie Harris: Hip-Hop or Postmodern?* by Halifu Osumare (pg. 261)

Quiz #8 due by 11:59 pm MT on **November 17th**

WEEK 13 (November 20th) - Thanksgiving week

Video response due by 11:59 pm MT on **November 20th**

Movement assignment due by 11:59 pm MT on **November 22nd**

WEEK 14 (November 27th)

Dance performance response due by 11:59 pm MT on **November 27th**

Peer assessments due by 11:59 pm MDT on **December 1st**

WEEK 15 & Finals Week (December 4th)

Exam #2 opens at 12:00 am on December 6th and it is due by 11:59 pm MT on **December 13th**

Extra Credit DUE on **December 11th by 11:59 PM MT.**

Accommodations Policy:

The University is committed to providing reasonable accommodations and auxiliary services to students, staff, faculty, job applicants, applicants for admissions, and other beneficiaries of University programs, services and activities with documented disabilities in order to provide them with equal opportunities to participate in programs, services, and activities in compliance with sections 503 and 504 of the Rehabilitation Act of 1973, as amended, and the Americans with Disabilities Act (ADA) of 1990 and the Americans with Disabilities Act Amendments Act (ADAAA) of 2008. Reasonable accommodations will be made unless it is determined that doing so would cause undue hardship on the University. Students requesting an accommodation based on a disability must register with the [UTEP Center for Accommodations and Support Services](#).

Scholastic Integrity:

Academic dishonesty is prohibited and is considered a violation of the UTEP Handbook of Operating Procedures. It includes, but is not limited to, cheating, plagiarism, and collusion. Cheating may involve copying from or providing information to another student, possessing unauthorized materials during a test, or falsifying research data on laboratory reports. Plagiarism occurs when someone intentionally or knowingly represents the words or ideas of another as ones' own. Collusion involves collaborating with another person to commit any academically dishonest act. Any act of academic dishonesty attempted by a UTEP student is unacceptable and will not be tolerated. All suspected violations of academic integrity at The University of Texas at El Paso must be reported to the [Office of Student Conduct and Conflict Resolution \(OSCCR\)](#) for possible disciplinary action. To learn more [HOOP: Student Conduct and Discipline](#).

Student Resources:

- [UTEP Library](#): Access a wide range of resources including online, full-text access to thousands of journals and eBooks plus reference service and librarian assistance for enrolled students.
- [Help Desk](#): Students experiencing technological challenges (email, Blackboard, software, etc.) can submit a ticket to the UTEP Helpdesk for assistance. Contact the Helpdesk via phone, email, chat, website, or in person if on campus.
- [University Writing Center \(UWC\)](#): Submit papers here for assistance with writing style and formatting, ask a tutor for help and explore other writing resources.
- [Math Tutoring Center \(MaRCS\)](#): Ask a tutor for help and explore other available math resources.
- [History Tutoring Center \(HTC\)](#): Receive assistance with writing history papers, get help from a tutor and explore other history resources.
- [Military Student Success Center](#): UTEP welcomes military-affiliated students to its degree programs, and the Military Student Success Center and its dedicated staff (many of whom are veterans and students themselves) are here to help personnel in any branch of service to reach their educational goals.
- [RefWorks](#): A bibliographic citation tool; check out the RefWorks tutorial and Fact Sheet and Quick-Start Guide.