GROSSMONT COLLEGE

COURSE OUTLINE OF RECORD

Curriculum Committee Approval: 05/24/2022

GCCCD Governing Board Approval: 06/14/2022

DANCE 110 - DANCE HISTORY

1. Course Number Course Title Semester Units

DANC 110 Dance History 3

Semester Hours

3 hours lecture: 48-54 hours 96-108 outside-of-class hours 144-162 total hours

2. Prerequisites

None

Corequisite

None

Recommended Preparation

None

3. Catalog Description

This survey course explores dance inhistorical contexts from pre-literate civilizations to the 20th century. It addresses various sociocultural and political forces and their influence on the development of dance. Topics include theatrical dance forms, social dance, ritual dance, as well as critical analysis of race and gender in dance. This course is intended for all students interested in expanding their aesthetic appreciation and understanding of dance as universal creative human behavior.

4. Course Objectives

The student will:

1. Identify the reasons for dance—ritual, religious, cultural, social, and theatrical in the past and present.
2. Describe how dance is an embodied reflection or reinforcer of cultural values and identities, and/or is an agent of change, from the perspective of cultural identity, gender, race, power and politics.
3. Analyze selected social dances and their relationship to cultural identity, class, race, gender, and politics.
4. Explain the artistic and/or cultural development of mainstream western performance genres such as ballet, modern, jazz, tap, and hip hop.
5. Examine religious, socio-cultural and political aspects of selected world dance genres such as dances from Africa and the African diaspora, Asia, South America, Pacific or Caribbean Island Nations and /or other indigenous peoples in historical context.
6. Describe the specific contributions of artists and other influential people for each genre when applicable.
7. Compare and contrast the function, aesthetics, and development of dance forms in historical context.
8. Interpret the movement and choreographic qualities of dance genres

5. Instructional Facilities

Standard classroom

6. Special Materials Required of Student

None

7. Course Content

1. Introduction to the Study of Dance
   1. Relating to dance
   2. Definition of dance
   3. Categorizing dance: Ritual, Theater, Social
   4. Contextualizing dance in history: who, what, when, where, why,
   5. Dance aesthetics
2. Pre-history origins
3. Ancient Dance
   1. Egypt
   2. Greece
   3. Roman Empire
4. The development of social and theatrical dance in Europe
   1. Middle Ages
   2. Renaissance
   3. Court dance
5. History of Ballet
   1. European origins
   2. 16th-18th century ballet: Ballet de Cour, Opera Ballet, Ballet d’Action
   3. 19th century ballet: Romantic and classical ballet in Europe
   4. Diaghilev Era - Modern Ballet in the early 20th century
   5. 20th century Neo-Classical in the United States
   6. Global contemporary ballet
6. Global dance traditions of selected culture(s)
   1. Classical: Bharatanatyam and/or other examples such as Noh, Kabuki, Khmer Court Dance
   2. Ritual and religious dance of Africa and the African Diaspora
   3. Indigenous Dance forms such as, but not limited to Native American, First Nations, Pacific Islander
7. History of Modern Dance
   1. Pioneers - U.S. and Europe
   2. Second generation
   3. Judson Era and Post-Modern period
   4. Contemporary Global Modern Dance
   5. Technology
8. Black Dance in America
   1. Dance on the Plantation
   2. Minstrel shows
   3. Vaudeville/Musical Theater
   4. Jazz dance
   5. Social forms: Cake Walk, Charleston, Lindy hop
   6. Tap dance
   7. Breakdancing/Hip Hop
   8. Contribution of Black artists to Ballet and Modern Dance

8. Method of Instruction

1. Lecture
2. Discussion
3. Project and/or paper presentation
4. Viewing of audio-visual materials: slides, films, and videos

9. Methods of Evaluating Student Performance

1. Term paper or presentation projects such as slide decks or video presentation relevant to curriculum, of interest to the student, and approved by the instructor. Topics may include a specific dancer, choreographer, impresario, an overview of a dance genre in historical context, developments and change as it relates to any aspect of a specific dance genre, a significant dance school, technique, performance, or gathering place, or societal issues related to dance history such as gender, religion, politics, equity, and racism. .
2. Written Review of dance concert
3. Written midterm and final exam
4. Interactive assignments such as collaborative projects, such as co-authored presentations or contributions to canvas discussion boards graded on content, quality of research, and presentation organization

10. Outside Class Assignments

1. Regular reading assignments from assigned book(s), articles, websites, and/or instructor generated handouts/Canvas pages
2. Discussion postings
3. Assignments, such as review of reading or video material, first person (interview) based projects, reflective and/or analytical essays
4. Attendance at a Grossmont College sponsored dance concert.
5. Research of an instructor approved term paper or project

11. Representative Texts

a. Representative Texts

(1) Clark, Amanda and Sara Pecina. *Dance Appreciation.* New York, NY:Routledge, 2021

(2) Nadel, Myron Howard and Marc Raymond Strauss. *The Dance Experience: Insights into History, Culture and Creativity,* 3rd ed. Princeton Book Co., 2014.

(3) Morris, Geraldine and Larraine Nicholas. *Rethinking Dance History: Issues and Methodologies.* New York, NY:Routledge, 2018

(4) Kassing, Gayle. *History of Dance – An Interactive Arts Approach*. Chicago, IL: Human Kinetics, 2007.

(5) Dills, Ann and Ann Cooper Albright. Moving History/Dancing Cultures: A Dance History Reader, current ed. Wesleyan University Press, 2001

b. Supplementary texts and workbooks:

Nine

Addendum: Student Learning Outcomes

Upon completion of this course, our students will be able to do the following:

* 1. Discuss dance history from pre-literate civilizations to the present from a social, cultural, and artistic perspective.
  2. Research, critically consider, and write about dance in its historical context.
  3. Actively participate in group discussions regarding the nature and scope of dance aesthetics and personal philosophy of dance.
  4. Identify specific dancers and choreographers and evaluate their contributions to dance history.