

I. CATALOG INFORMATION

A. Discipline: DANCE

B. Subject Code and Number: DANC M31

C. Course Title: World Dance Cultures

D. Credit Course units:

Units: 3

Lecture Hours per week: 3

Lab Hours per week : 0

Variable Units : No

E. Student Learning Hours:

Lecture Hours:

Classroom hours: 52.5 - 52.5

Laboratory/Activity Hours:

Laboratory/Activity Hours 0 - 0

Total Combined Hours in a 17.5 week term: 52.5 - 52.5

F. Non-Credit Course hours per week _____

G. May be taken a total of: 1 2 3 4 time(s) for credit

H. Is the course co-designated (same as) another course: No Yes

If YES, designate course Subject Code & Number: _____

I. Course Description:

Surveys dance practices around the world. Analyzes similarities and differences among dance practices in reference to geographical zones, societal structures and values, religious practices, historical events, and other related art practices within the culture.

J. Entrance Skills

*Prerequisite: No Yes Course(s)

*Corequisite: No Yes Course(s)

Limitation on Enrollment: No Yes

Recommended Preparation: No Yes Course(s)

Other: No Yes

K. Other Catalog Information:

Formerly DANC M31A

II. COURSE OBJECTIVES

Upon successful completion of the course, a student will be able to:

		Methods of evaluation will be consistent with, but not limited by, the following types or examples.
1	identify and describe the cultural elements which may influence a dance practice within a given culture.	Quiz Written assignment
2	identify the primary characteristics of dances from each of the following areas in the world: Western Europe, Eastern Europe, the Middle East, West Africa, East Asia, Southeast Asia, South America/Latin America, North America, and Australia.	Quiz Written assignment Project
3	compare and contrast historical and cultural details that provide a background for distinguishing between dance forms; explain why and how changes in dance occur.	Written assignment (research paper) Essay Project
4	recognize and properly identify world dance forms (characteristics, values, practices) in social and theatrical dance settings.	Quiz Written assignment
5	articulate the relationship between the musical practices of a culture and its dance practices.	Quiz Written assignment Report/Project
6	demonstrate appreciation for people, nations and cultures through a deepened understanding of world dance practices, specifically dance's relationship to the use of costumes, props, music and voice.	Dance critique Report/Research paper Project

III. COURSE CONTENT

Estimated %	Topic	Learning Outcomes
Lecture (must total 100%)		
10.00%	Elements of dance: - Dance theory to support the students' observation of dance elements - BESS (body effort space shape) - Language of dance or other theoretical framework for viewing dance	2, 3, 4, 5
	Societal structures (nomadic, tribal, agricultural, etc) and cultural anthropology behind dance practices - Related arts and crafts practices that support a dance practice	1, 2, 3, 4,

5.00%	- Religious significance for a dance ritual (ecstatic dance, worship dance) - Pagan rituals for seasons or rite of passage	5, 6
10.00%	Dance characteristics and practices of Western Europe	1, 2, 3, 4, 5, 6
5.00%	Dance characteristics and practices of Eastern Europe	1, 2, 3, 4, 5, 6
10.00%	Dance characteristics and practices of the Middle East	1, 2, 3, 4, 5, 6
10.00%	Dance characteristics and practices of Western Africa	1, 2, 3, 4, 5, 6
10.00%	Dance characteristics and practices of India	1, 2, 3, 4, 5, 6
10.00%	Dance characteristics and practices of China, Japan and Korea	1, 2, 3, 4, 5, 6
10.00%	Dance characteristics and practices of Southeast Asia: Thailand, Vietnam, Indonesia, and the Philippines	1, 2, 3, 4, 5, 6
10.00%	Dance characteristics and practices of Native Americans	1, 2, 3, 4, 5, 6
10.00%	Dance characteristics and practices of South America and Latin America	1, 2, 3, 4, 5, 6

IV. TYPICAL ASSIGNMENTS

A. Writing assignments

Writing assignments are required. Possible assignments may include, but are not limited to:	
1	researching and writing a paper on a dance practice from a selected region.
2	completing an essay that distinguishes between authentic and neotraditional world dance practices and the potential advantages and disadvantages to sharing dance forms cross-culturally.
3	analyzing or critiquing a dance video or performance.

B. Appropriate outside assignments

Appropriate outside assignments are required. Possible assignments may include, but are not limited to:	
1	attending a live dance concert and appraise or critique in writing.
2	presenting group projects (or oral presentation) on a type of world dance.
3	reading assigned text and relating content to related video.

C. Critical thinking assignments

Critical thinking assignments are required. Possible assignments may include, but are not	
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limited to:	
1	researching a given world dance topic (most ideally a compare and contrast paper between two disparate dance practices).
2	analyzing a dance using a specified theoretical framework for viewing dance (Language of Dance, Laban Movement Analysis).
3	researching and analyzing authentic and neotraditional world dance practices and the potential advantages and disadvantages to sharing dance forms cross-culturally.

V. METHODS OF INSTRUCTION

Methods of instruction may include, but are not limited to:

- Distance Education – When any portion of class contact hours is replaced by distance education delivery mode (Complete DE Addendum, Section XV)
- Lecture/Discussion
- Laboratory/Activity
- Other (Specify)
Experts in a selected World Dance form may be invited to share their knowledge.
- Optional Field Trips
- Required Field Trips

VI. METHODS OF EVALUATION

Methods of evaluation may include, but are not limited to:

- | | | |
|---|---|---|
| <input checked="" type="checkbox"/> Essay Exam | <input checked="" type="checkbox"/> Classroom Discussion | <input type="checkbox"/> Skill Demonstration |
| <input type="checkbox"/> Problem Solving Exam | <input checked="" type="checkbox"/> Reports/Papers/Journals | <input type="checkbox"/> Participation |
| <input checked="" type="checkbox"/> Objective Exams | <input checked="" type="checkbox"/> Projects | <input checked="" type="checkbox"/> Other (specify) |

Students may present their research into a specific dance form as a group project/oral presentation in which they may perform an example of the dance as part of their presentation.

VII. REPRESENTATIVE TEXTS AND OTHER COURSE MATERIALS

Dils, Ann, and Ann Cooper Albright, eds. Moving History/Dancing Cultures: A Dance History Reader. Wesleyan, 2001.

Jonas, Gerald. Dancing: Pleasure, Power and Art of Movement. Abrams, 1998.

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

VIII. STUDENT MATERIALS FEES

No Yes

IX. PARALLEL COURSES

<i>College</i>	<i>Course Number</i>	<i>Course Title</i>	<i>Units</i>
UC, Irvine	DANCE 82	Topics in World Dance	4
Cal Poly Pomona	DAN 202	World Dance and Cultures	4
CSU East Bay	DANC 1202	World Dance: Oral Traditions and the Stage	4

X. MINIMUM QUALIFICATIONS**Courses Requiring a Masters Degree:**

Master's in dance, physical education with a dance emphasis, or theater with dance emphasis, OR Bachelor's in any of the above AND Master's in physical education, any life science, physiology, theater arts, kinesiology, humanities, performing arts, or music

XI. ARTICULATION INFORMATION**A. Title V Course Classification:**

1. This course is designed to be taken either:

- Pass/No Pass only (no letter grade possible); or
 Letter grade (P/NP possible at student option)

2. Degree status:

Either Associate Degree Applicable; or Non-associate Degree Applicable

B. Moorpark College General Education:

1. Do you recommend this course for inclusion on the Associate Degree General Education list?

Yes: No: If YES, what section(s)?

- A1 - Natural Sciences - Biological Science
 A2 - Natural Sciences - Physical Science
 B1 - Social and Behavioral Sciences - American History/Institutions
 B2 - Social and Behavioral Sciences - Other Social Behavioral Science
 C1 - Humanities - Fine or Performing Arts
 C2 - Humanities - Other Humanities
 D1 - Language and Rationality - English Composition
 D2 - Language and Rationality - Communication and Analytical Thinking
 E1 - Health/Physical Education
 E2 - PE or Dance
 F - Ethnic/Gender Studies

C. California State University(CSU) Articulation:

1. Do you recommend this course for transfer credit to CSU? Yes: No:

2. If YES do you recommend this course for inclusion on the CSU General

Education list?

Yes: No: If YES, which area(s)?

- A1 A2 A3 B1 B2 B3 B4
 C1 C2 D1 D2 D3 D4 D5

 D6 D7 D8 D9 D10 E

D. University of California (UC) Articulation:

1. Do you recommend this course for transfer to the UC? Yes: No:
2. If YES do you recommend this course for the Intersegmental General Education Transfer Curriculum (IGETC)? Yes: No:

IGETC Area 1: English Communication

- English Composition
- Critical Thinking-English Composition
- Oral Communication

IGETC Area 2: Mathematical Concepts and Quantitative Reasoning

- Mathematical Concepts

IGETC Area 3: Arts and Humanities

- Arts
- Humanities

IGETC Area 4: Social and Behavioral Sciences

- Anthropology and Archaeology
- Economics
- Ethnic Studies
- Gender Studies
- Geography
- History
- Interdisciplinary, Social & Behavioral Sciences
- Political Science, Government & Legal Institutions
- Psychology
- Sociology & Criminology

IGETC Area 5: Physical and Biological Sciences (mark all that apply)

- Physical Science Lab or Physical Science Lab only (non-sequence)
- Physical Science Lecture only (non-sequence)
- Biological Science
- Physical Science Courses

- Physical Science Lab or Biological Science Lab Only (non-sequence)
- Biological Science Courses
- Biological Science Lab course
- First Science course in a Special sequence
- Second Science course in a Special Sequence
- Laboratory Activity
- Physical Sciences

IGETC Area 6: Language other than English

- Languages other than English (UC Requirement Only)
- U.S. History, Constitution, and American Ideals (CSU Requirement ONLY)
- U.S. History, Constitution, and American Ideals (CSU Requirement ONLY)

XII. REVIEW OF LIBRARY RESOURCES

- A. What planned assignment(s) will require library resources and use?

The following assignments require library resources:

Research, using the Library's print and online resources, a topic such as comparing and contrasting the classical Chinese dance practices with the folk practices of China.

- B. Are the currently held library resources sufficient to support the course assignment?

YES: NO:

If NO, please list additional library resources needed to support this course.

XIII. PREREQUISITE AND/OR COREQUISITE JUSTIFICATION

DANC M31: Not Applicable

XIV. WORKPLACE PREPARATION

DANC M31: Not Applicable

XV. DISTANCE LEARNING COURSE OUTLINE ADDENDUM

1. Mode of Delivery

- Online (course will be delivered 100% online)
- Online with onsite examinations (100% of the instruction will occur online, but examinations and an orientation will be scheduled onsite)
- Online/Hybrid (a percentage of instruction will be held online and the remaining percentage of instruction will be held onsite)
 - Lab activities will be conducted onsite
- Televideo (Examinations and an orientation will be held onsite)
- Teleconference
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Other

2. Need/Justification

Improve general student access.

3. Describe how instructors teaching this course will ensure regular, effective contact with and among students.

Within each module the instructor has opportunities to interact with the student via asynchronous discussion forums, live video chats (using systems like Wimba), email and announcements.

4. Describe how instructors teaching this course will involve students in active learning.

The material is presented in a modular design that leads the students through the information and material systematically and methodically. Materials such as a CD ROM or DVD may be provided with the textbook while other video/ multimedia resources will be streamed within the course using a program like Quicktime or Flash in an online Classroom Management System. In this way the student is active in retrieving information and yet has the flexibility to view or review material as often as needed.

5. Explain how instructors teaching this course will provide multiple methods of content representation.

With the advancement of streaming video, students will be able to access video of various dance works, demonstration and live presentations to supplement the textbook and instructor's lecture material. Students will also be required to attend a live dance concert and write a critique of the experience.

6. Describe how instructors teaching this course will evaluate student performance.

Student evaluation occurs primarily through objective test and written submissions (reports/ critiques/essays). However multimedia projects in the form of videos, images, and websites are also options for assessing the student's grasp of the material.

2. Select the need and/or justification for offering this course via distance education in accordance with your department's enrollment management plan. If you choose "Other", please specify.	
	Improve General Student Access

3. Select from the following list of possible methods of content delivery to be used in this course.	
	Text
	Audio
	Photos and Graphic Elements
	Video

4. Select from the following list of possible methods of evaluation to be used in this course.	
	Rubrics

	Instructor and/or Peer Critiques
	Exams and/or Quizzes
	Discussions
	Assignments and/or Projects
	Group work
	Presentations

5. Select from the following list of possible methods of regular and substantial faculty-initiated contact. For each selected method, provide a detailed and course-specific explanation and/or example.

Note: For further explanation of the term "Regular and Substantial Faculty-Initiated Contact", see the attached best practices document.

	Online Office Hours (Chat rooms, instant messaging or LMS Pager, CCC Confer, Microsoft Lync, Google Hangouts, etc.)
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Within each module the instructor has opportunities to interact with the student via asynchronous discussion forums, live video chats

6. Select from the following list of possible methods to ensure that students are engaged in active learning. For each selected method, provide a detailed and course-specific explanation and/or example.

Note: For further explanation of the term "Active Learning", see the attached best practices document.

	Faculty-led discussions that require student original posts and replies to other students
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The material is presented in a modular design that leads the students through the information and material systematically and methodically. Materials such as a CD ROM or DVD may be provided with the textbook while other video/ multimedia resources will be streamed within the course using a program like Quicktime or Flash in an online Classroom Management System. In this way the student is active in retrieving information and yet has the flexibility to view or review material as often as needed.

	Individual student assignments requiring application of material or concept to real world examples or personal experiences or situations
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With the advancement of streaming video, students will be able to access video of various dance works, demonstration and live presentations to supplement the textbook and instructor's lecture material. Students will also be required to attend a live dance concert and write a critique of the experience.

	Opportunities for students to use technology with interactive components
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evaluation occurs primarily through objective test and written submissions (reports/ critiques/essays). However multimedia projects in the form of videos, images, and websites are also options for assessing the student's grasp of the material.

XVI. GENERAL EDUCATION COURSE OUTLINE ADDENDUM

General Education Division of Learning [check all applicable boxes]:

- Natural Sciences
- Biological Science
- Physical Science
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- Social and Behavioral Sciences
 - American History/Institutions
 - Other Social Science
- Humanities
 - Fine or Performing Arts
 - Other Humanities
- Language and Rationality
 - English Composition
 - Communication and Analytical Thinking
- Health/Physical Education
- Ethnic/Women's Studies

Check either Option 1 or Option 2

- OPTION #1:** Moorpark College has already received approval from the CSU and/or UC systems for this course to fulfill a GE requirement. Note: This option applies only to technical revisions and updated courses.
- OPTION #2:** Moorpark College has not received approval from the CSU and/or UC systems for this course to fulfill a GE requirement. This option applies to all new and substantively revised courses.

XVII. STUDENT MATERIALS FEE ADDENDUM

DANC M31: Not Applicable

XVIII. REPEATABILITY JUSTIFICATION TITLE 5, SECTION 55041

DANC M31: Not Applicable

XIX. CURRICULUM APPROVAL

Course Information:

Discipline: DANCE

Discipline Code and Number: DANC M31

Course Revision Category: Outline Update

Course Proposed By:

Originating Faculty Robert Salas 02/18/2016

Faculty Peer: Dennis Rawles 02/19/2016

Curriculum Rep: Beth Megill 02/19/2016

Department Chair: Robert Salas 02/23/2016

Division Dean: John Loprieno 02/19/2016

Approved By:

Curriculum Chair: Jerry Mansfield 03/12/2016

Executive Vice President: _____

Articulation Officer: Letrisha Mai 03/02/2016

Librarian: Mary LaBarge 03/02/2016

Implementation Term and Year: Fall 2016

Approval Dates:

Approved by Moorpark College Curriculum Committee: 03/08/2016

Approved by Board of Trustees (if applicable): _____

Approved by State (if applicable): 04/04/2016