

CBM003 ADD/CHANGE FORM

Undergraduate Council
 New Course Course Change
Core Category: VPA-Critical Effective Fall 2009

or

Graduate/Professional Studies Council
 New Course Course Change
Effective Fall __

1. Department: School of Theatre & Dance College: CLASS RECEIVED OCT 24 2008

2. Faculty Contact Person: Dr. Robert Shimko Telephone: 3-1243 Email: rshimko@uh.edu

3. Course Information on New/Revised course: APPROVED DEC 10 2008

- Instructional Area / Course Number / Long Course Title:
THEA / 1332 / Fundamentals of Theatre
- Instructional Area / Course Number / Short Course Title (30 characters max.)
THEA / 1332 / FUNDAMENTALS OF THEATRE
- SCH: 3.00 Level: FR CIP Code: 5005010003 Lect Hrs: 3.0 Lab Hrs: 0.0

4. Justification for adding/changing course: To reflect change in prerequisite course

5. Was the proposed/revised course previously offered as a special topics course? Yes No

If Yes, please complete:

- Instructional Area / Course Number / Long Course Title:
____ / ____ / ____
- Course ID: _____ Effective Date (currently active row): _____

6. Authorized Degree Program(s): B.A., B.F.A., Theatre

- Does this course affect major/minor requirements in the College/Department? Yes No
- Does this course affect major/minor requirements in other Colleges/Departments? Yes No
- Can the course be repeated for credit? Yes No (if yes, include in course description)

7. Grade Option: Letter (A, B, C ...) Instruction Type: lecture ONLY (Note: Lect/Lab info. must match item 3, above.)

8. If this form involves a change to an existing course, please obtain the following information from the course inventory: Instructional Area / Course Number / Long Course Title

- THEA / 1332 / Fundamentals of Theatre
- Course ID: 294813 Effective Date (currently active row): 20043

9. Proposed Catalog Description: (If there are no prerequisites, type in "none".)
Cr: 3. (3-0). Prerequisites: Acceptance to the major by audition/portfolio review and consent of instructor. Description (30 words max.): Critical appreciation and practice of live theatre using classical and modern plays, emphasizing the synthesis of acting, direction and design in the context of contemporary theatrical production.

10. Dean's Signature:  Date: 10/22/08

Print/Type Name: Dr. Sarah Fishman


U N I V E R S I T Y of H O U S T O N

CORE CURRICULUM COURSE REQUEST

Originating Department/College: School of Theatre & Dance / C.L.A.S.S.

Person making request: Karen Stokes Telephone: 3-2915

E-mail: kstokes@uh.edu

Dean's signature:  Date: 9-10-08

I. General Information:

Course number and title: DAN 3310, Dance History I

Catalog description must be included on completed CBM 003 form and attached to this document.

Category of Core for which course is being proposed (mark only one):

- Communication
- Mathematics
- Mathematics/Reasoning (IDO)
- American History
- Government
- Humanities
- Visual/Performing Arts Critical
- Visual/Performing Arts Experiential
- Natural Sciences
- Social/Behavioral Sciences
- Writing in the Disciplines (IDO)

II. Objectives and Evaluation (respond on one or more separate sheets):

Call ext. 3-0919 for a copy of "Guidelines for Requesting and Evaluating Core Courses" or visit the website at www.uh.edu/academics/corecurriculum

- A. How does the proposed course meet the appropriate Exemplary Educational Objectives (see Guidelines). Attach a syllabus and supporting materials for the objectives the syllabus does not make clear.
- B. Specify the processes and procedures for evaluating course effectiveness in regard to its goals.
- C. Delineate how these evaluation results will be used to improve the course.

SVP. Effective 5/2/08. Replaces all previous forms, which may no longer be used.

DAN 3310: Dance History I
Request for Core Approval, Fall 2008
Dance Division, School of Theatre & Dance

DAN 3310, Dance History I

CORE requirements:

- A. This course was originally DAN 4300, which was approved as a CORE class. Last year, we separated DAN 4300 into two semesters to allow the expansion of the course to better meet the goals and objectives of providing comprehensive theory and critical thinking courses in the Dance Division. The course is now DAN 3310 and DAN 3311. At this time, we request that DAN 3310 be reinstated as a Core class (justifications attached). The advanced level of this course reflects the needs of our curriculum within the Dance Division (for majors) in terms of aligning the curriculum in with other requirements in the Division. Since this course meets the CORE objectives, we feel it should be offered as a CORE class to students outside of the major.
- B. Meeting Exemplary Educational Objectives; attached.
- C. In addition to the university student evaluation forms, the Dance Division is instating a faculty evaluation regarding the learning outcomes of the exemplary educational objectives. The faculty instructor will review both materials submitted (see syllabus) and discussions in the classroom to write a final evaluative report regarding the contributions of this course to the core curriculum. The report will be presented to the full time dance faculty for discussion and recommendations for improvement on an annual basis.
- D. See the syllabus and course outline for information regarding graded assignments.

EXEMPLARY EDUCATIONAL OBJECTIVES for DAN 3310:

1. To demonstrate awareness of the scope and variety of works in the arts.

The course provides an overview of dance as an art form through exploring history, theory, and practice.

2. To understand those works as expressions of individual and human values within a historical and social context:

Historical and social contexts are used as frameworks to examine dance a global perspective of dance. In addition to an overview of world dance, this course follows the chronology of western theatrical dance, primarily the history of ballet.

3. To develop an awareness of the historical, sociological, cultural, and aesthetic context of works in the arts.

The course explores the role of dance in society from a world perspective, including historical, cultural, aesthetic, and sociological perspectives.

4. To develop a deeper understanding of the structure and character of works in the art through the rehearsal process (or analogies formative stages such as preliminary sketches for an art piece) and through critical analysis and discussion.

Dance issues/ideas are explored through readings from primary and secondary sources, group discussion, video, guest lecturers, and dance activity. Course includes a practical application when students explore historic dances through learning them in the dance studio. Critical analysis of readings, writings, and the practical experience are enhanced by group discussions.

5. To develop a comprehension of and appreciation for the physical and intellectual demand required of an author, composer, or visual or performing artist by developing the creative or interpretive performance.

Students are introduced to creative process through physical participation in experiencing Baroque dance, as well as other dance styles. The physical, creative, and intellectual aspects of dance in a historical context are addressed.

6. To develop an appreciation for the aesthetic principles that guide or govern the arts.

The course introduces students to methods and frameworks of aesthetics, ethnography, and Laban Movement Analysis in relationship to dance as a performing art. Students develop an understanding and appreciation for the aesthetic principles that guide or govern the arts and how past principles influence our practices in the present.

7. To broaden one's knowledge and appreciation of the wide range of cultural expressions through the performance of works drawn from a variety of sources, both historical and ethnic.

The course examines differences in cultural expressions through placing dance and choreography in historical context. The students are expected to evaluate the art form through placing it in the appropriate context, using the aesthetic frame works. This course meets the writing intensive requirements through summary & research papers and exams (see syllabus and course outline).

DANCE3310, Fall 2008
Dance History

Instructor: Rebecca Valls
Office: Wortham Theatre 133D

"Movement is an essential aspect of culture that has been undervalued and under examined, even trivialized. It is time to deal with movement in a culturally sensitive way and to give movement a more central place in the study of culture and culture a more central place in the study of movement.

-Deidre Sklar, "Five Premises for a Culturally Sensitive Approach to Dance", Moving History/Dancing Cultures

Office Hours: TTH 9:00-11:00
Office phone: (713) 743-TBA

Class time: 1:00-2:30, Melcher Gym 228
Email: bevalls@comcast.net

Course Description:

This course is a survey of dance history, theory, and practice from its earliest roots through the Romantic Era. The course begins with a global perspective of dance then follows a chronology of western theatrical dance, primarily the history of ballet. Additional dance issues/ideas are explored through readings from primary and secondary sources, group discussion, video, guest lecturers, and dance activity.

Learning Outcomes:

- Students will attain, through reading, discussion, lecture, and activity, and will demonstrate, through exams, papers, and demonstrations, knowledge of the historical, sociological, cultural, and aesthetic context of dance practices, figures in dance, and significant dance works.
- Class discussions of primary and secondary source readings on dance will help students develop critical reading and thinking skills.
- Paper assignments will enable students to improve their writing skills

Course Objectives

- To trace the history and significance of western theatrical dance from its primitive roots to the Romantic Era of Ballet (pre-20th century).
- To demonstrate an awareness of the scope, purpose, and variety of works in dance
- To understand dance as an expression of individual and human values within an historical and social context
- To develop an awareness of various philosophical attitudes toward the body, gender, movement, and art as they affect dance forms in the past and present time
- To develop an understanding and appreciation for the aesthetic principles that guide or govern the arts and how past principles influence our practices in the present
- For students to recognize connections between the art of dance and their own lives

Required Text:

- Kassing, Gayle. History of Dance Human Kinetics, 2007
- Dils, Ann and Ann Cooper Albright. Moving History/Dancing Cultures Wesleyan University Press, 2001
- Cohen, Selma Jean. Dance as a Theatre Art –Source Readings in Dance History From 1581 to the Present, Dodd, Mead & Co., 1974

Additional hand-outs from:

- Hilton, W. "Dance at French Court" Dance of Court & Theatre. the French Noble Style Princeton, 1981 (on Feuillet Notation)

TURN OFF ALL PAGERS AND CELL PHONES DURING CLASS



Course Requirements:

- Reading Assignments It is expected that students will read all assigned readings and be prepared to discuss what they have read on the date it appears in the Course Outline. In order to prepare for in-class discussion, students are required to write Summary Papers.
- Summary Papers These are typed summaries of the readings that prepare you for class participation and written test. Questions will be provided to help you study the major points of the chapter or article. Because the purpose of the Summary is to aid class discussions, this assignment will not be accepted late. If you know you will be absent, hand in Summary before it is due
*You will need a binder to collect Summary Papers and handouts, as well as to take notes on class lectures and videos
- Research and Presentation - One 8-page research paper on a selected topic of dance history and a 15 min presentation to class. See Appendix C in History of Dance "How to Write Your Research Paper" pgs.281-287. You will also be assigned to give a synopsis of a selected dance to the class.
- Written Exams- there will be two written essay exams to help you synthesize the information on dance practices in different periods, significant contributors, and dance works.
The mid-term exam will cover Early Dance to the Renaissance (Part II, History of Dance) and the final exam will cover Renaissance to the 20th Century (Part III, History of Dance). Test will also cover: reading from Moving History, Dancing Cultures and Dance as a Theatre Art, lecture notes, class activities, and dance videos. The final exam will be given during exam week on Dec. 18 from 2-5:00.
- Attendance of UH Emerging Choreographers' Showcase- You are required to attend the UH Dance Concert, on Nov. 22 or 23 @ 2pm as part of your study dance this semester. You must sign a class roster upon entering and exiting the theatre. *Failure to attend will result in a 3 point deduction from final grade.
- Attendance and Participation- Attendance is mandatory. This class is experiential- you must be present to experience class presentations, activities, lectures and participate in discussions See SCHOOL OF THEATRE ATTENDANCE POLICY
Make-ups: Students may make-up ONE class. Attend a performance and type a 2-page reaction. Web sites to obtain concert information: www.psophonia.com, www.houstondance.org, www.travestydancegroup.org, www.spahouston.org, www.houstonballet.org, www.diverseworks.org, www.suschudance.org

Evaluation/Grading:

20%	Midterm Exam
20%	Final Exam
30%	Summary Papers and Class Participation
30%	Research Paper and Presentation of Paper

Due Dates:

10/4
12/18 @ 2-5:00
See Course Outline
11/6
Sign-up

***All students with a degree plan in dance are required to observe the School GPA protocol. Please see instructor if you need a copy of the policy.**

DAN 331 Course Outline and Assignments		Valls Fall 2008
Date	Content	Reading/ Other
8/26 T	Review syllabus, outline, requirements	
8/28 Th	Studying Dance History /What is Dance?	History of Dance- Chapter 1
9/2 Tu	Research- discussion of class assignments	History of Dance- Chapter 2
9/4 Th	Dance Embodies Culture	Moving History- pgs. 30-42
9/9 Tu	Dance in Pre-History	History of Dance -Chapter 3
9/11 Th	World Dance Traditions/Estacfic Dance	Moving History - pgs. 97-102
9/16 Tu	World Dance Traditions/Native American	Moving History - pgs. 114-127
9/18 Th	World Dance/ partner sharing	Moving History- choose a reading
9/23 Tu	Ancient Civilization- Egypt, Greece	History of Dance - Chapter 4
9/25 Th	Ancient Civilization- Greece, Rome	
9/30 Tu	Middle Ages / Religious/ Dance of Death	History of Dance - Chapter 5
10/2 Th	Middle Ages /Court Dance-do Pavane, Branle	History of Dance - Chapter 5
10/7 Tu	Dance at Court- Ballet Comique de la Reine	History of Dance - Chapter 6, pgs. 91-96 Dance as a Theatre Art - pgs. 1-9 & 19-31
10/9 Th	Review for Exam	Review notes for class, bring books to class
10/14 Tu	Written Exam - essay test	

DAN 331 Course Outline and Assignments		Valls, Fall 200
Date	Content	Reading/ Other
10/16 Th	Dance at Court- Ballet, Louis XIV of France	History of Dance - Chapter 6 pgs. 97-106
10/21 Tu	18th Century Ballet	History of Dance - Chapter 7
10/23 Th	18th Century- Ballet Reform, *do the Minuet	Dance as a Theatre Art- Noverre pgs. 57-64
10/28 Tu	19th Century - Romantic Ballet	History of Dance - Chapter 8 Dance as a Theatre Art - Section 3 Intro. 65-70
10/30 Th	19th Century - Romantic Ballet	Moving History- Travesty Dancer pgs. 210-217 Dance as a Theatre Art - Gautier pg.86
11/4 Tu	Viewing of La Sylphide & report	Dance as a Theatre Art- La Sylphide pg.77
11/6 Th	Dance in Russia	Dance as a Theatre Art- Section 4 Intro
11/11 Tu	Marius Petipa	Dance as a Theatre Art- The Sleeping Beauty
11/13 Th	Dances in the U.S.- 17-19th Century	History of Dance - Chapter 9
11/18 Tu	African Aesthetics in the U.S.	Moving History- pgs. 144-151
11/20 Th	Paper Presentations	
11/25 Tu	Paper Presentations	
11/ 27 Th	Thanksgiving Holidays	Eat, sleep, enjoy friends and family
12/2 Tu	Review	Review for test
12/4 Th	Review	