

LSC Use Only
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Submission Date: _____
Action-Date: _____

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Senate App 11/2/93

CURRICULUM PROPOSAL COVER SHEET
University-Wide Undergraduate Curriculum Committee

I. CONTACT

Contact Person Patricia Lommock Phone 4026
Department Theater Department

II. PROPOSAL TYPE (Check All Appropriate Lines)

COURSE INTRO TO DANCE
Suggested 20 character title

New Course TH 102 Introduction to Dance
Course Number and Title

____ Course Revision _____
Course Number and Title

Liberal Studies Approval _____
for new or existing course Course Number and Title

____ Course Deletion _____
Course Number and Title

____ Number and/or Title Change _____
Old Number and/or Old Title

New Number and/or New Title

____ PROGRAM: _____ Major _____ Minor _____ Track

____ New Program _____
Program Name

____ Program Revision _____
Program Name

____ Program Deletion _____
Program Name

____ Title Change _____
Old Program Name

III. Approvals (signatures and date)

Eric Thomas Ault 6/22/93
Department Curriculum Committee

[Signature] 6/23/93
College Curriculum Committee

Barlene Richardson 7/12/93
Director of Liberal Studies (where applicable)

Christie Laurie Wheat 6/22/93
Department Chair

[Signature] 6/23/93
College Dean

Provost (where applicable)

LIBERAL STUDIES COURSE APPROVAL, PARTS 1-3: GENERAL INFORMATION CHECK-LIST

I. Please indicate the LS category(ies) for which you are applying:

LEARNING SKILLS:

- First Composition Course
- Mathematics
- Second Composition Course

KNOWLEDGE AREAS:

- Humanities: History
- Humanities: Philos/Rel Studies
- Humanities: Literature
- Natural Sci: Laboratory
- Natural Sci: Non-laboratory
- Fine Arts
- Social Sciences
- Non-Western Cultures
- Health & Wellness
- Liberal Studies Elective

II. Please use check marks to indicate which LS goals are primary, secondary, incidental, or not applicable. When you meet with the LSC to discuss the course, you may be asked to explain how these will be achieved.

Prim	Sec	Incid	N/A
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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- A. Intellectual Skills and Modes of Thinking:
 1. Inquiry, abstract logical thinking, critical analysis, synthesis, decision making, and other aspects of the critical process.
 2. Literacy--writing, reading, speaking, listening.
 3. Understanding numerical data.
 4. Historical consciousness.
 5. Scientific Inquiry.
 6. Values (Ethical mode of thinking or application of ethical perception).
 7. Aesthetic mode of thinking.
- B. Acquiring a Body of Knowledge or Understanding Essential to an Educated Person
- C. Understanding the Physical Nature of Human Beings
- D. Collateral Skills:
 1. Use of the library.
 2. Use of computing technology.

III. The LS criteria indicate six ways that courses should contribute to students' abilities. Please check all that apply. When you meet with the LSC, you may be asked to explain your check marks.

- 1. Confront the major ethical issues which pertain to the subject matter; realize that although "suspended judgment" is a necessity of intellectual inquiry, one cannot live forever in suspension; and make ethical choices and take responsibility for them.
- 2. Define and analyze problems, frame questions, evaluate available solutions and make choices.
- 3. Communicate knowledge and exchange ideas by various forms of expression, in most cases writing and speaking.
- 4. Recognize creativity and engage in creative thinking.
- 5. Continue learning even after the completion of their formal education.
- 6. Recognize relationships between what is being studied and current issues, thoughts, institutions, and/or events.

LIBERAL STUDIES COURSE APPROVAL, PARTS 4-6:

IV. A N/A

B Introduction to Dance will meet this criteria because women have traditionally been at the forefront of dance as a creative art.

Additionally, the course includes the following:
Week 2 - The role of dance in society, ethnic, folk, religious influence.

Week 3 - Indiana classical dance on East and Western culture.

Week 12 - The unique contribution of the African American artists.

C Martha Graham, Marian Horosko, Independent Publishers Group: Chicago, Ill., 1992
A book involving the techniques and theatrical development of modern dance.

Doaple The Eternal Law of African Dance, Tierou, Harwood, New York, 1992

This book takes a look at the total development of African Dance and how it is an integral part of daily life in West Africa.

D We have no course for beginning majors in dance. At this point in time there is no dance major at IUP and there are no plans to do so, therefore this course stands alone as an introduction to dance.

CHECK LIST -- FINE ARTS

Knowledge Area Criteria which the course must meet:

- XX Treat concepts, themes and events in sufficient depth to enable students to appreciate the complexity, history and current implications of what is being studied; and not be merely cursory coverage of list of topics.
- XX Suggest the major intellectual questions/problems which interest practitioners of a discipline and explore critically the important theories and principles presented by the discipline.
- N/A Encourage students to use and enhance, wherever possible, the composition and mathematics skills built in the Skill Areas of Liberal Studies.

Fine Arts Criteria which the course must meet:

- XX Examine major works by leading artists, including where appropriate women and minorities, chosen to represent significant differences in style and/or historical era.
- XX Examine at least one work critically and in detail.
- XX Include where possible both Western and non-Western art.
- ___ Address the fine arts through at least one of the following:
 - XX Examination of major stylistic trends within the art(s) from a historical perspective.
 - XX Introduction of various philosophies and theories of art.
 - XX Fostering of an understanding and appreciation of the creative process.
 - XX Participation in the creative process with emphasis on divergent creative activities.
- XX Require students to attend appropriate concerts, theater productions, exhibitions, etc., When available.

Additional Fine Arts Criteria which the course should meet:

- XX Fulfill the conditions set forth in this statement: "An appropriate Fine Arts curriculum for our time is one that takes as its overarching goal the building of a disposition to appreciate excellence in arts for the purpose of realizing the worthwhile experience that art at its best is capable of providing. The principle capabilities of such a disposition would be historical understanding, aesthetic appreciation and critical reflection." (from R.A. Smith, "Aesthetic Education in Modern Perspective.")
- XX Include where possible a writing component.

- Week IV The Development of the Ballet:
Russian, Italian, and French
Basic Techniques
- Week V Modern Dance -- The Pioneers to the Post Modern
Artists
- Week VI The Parallel Development of Jazz Dance and Jazz
Music.
- Week VII The Role of Dance in Opera, Theatre and
Musical Theatre
- Week VIII Great Works of Dance Art -- Choreographers and
Dancers
- Week IX The Support Arts of Dance-- Music, Costumes, Props
Work of Art Inspired by Dance
- Week X The Critical Analysis
- Week XI Media Impact and Demands
- Week XII The Unique Contribution of African American
Artists in Dance
- Week XIII Careers in Dance and Dance Education
Use of Space, Time, Force
The Process of Being Creative - Student Choreography
- Week XIV Social Issues of Today and the Impact on the Arts
Present Creative Work (30 seconds to 1 minute group
project utilizing basic elements of form developed
from non-technical movement or a dance form)

IV. EVALUATION METHODS

The grade for the course will be determined as follows:

- 15% Quizzes (Announced and Unannounced): consisting of multiple choice, completion, and short answer questions.
- 65% Examinations: Two in class examinations, a midterm, and a final, consisting of multiple choice, completion, and short essay. Questions will cover class work, readings and performances.
- 10% Written critical analysis of performance(s) attended or viewed on video.
- 10% Creative group project: 30 seconds to 1 minute of problem solving on a non-technical movement problem or a particular dance form chosen by the student. (Physically challenged students may substitute a term paper on the works of a current choreographer.)

V. REQUIRED TEXTBOOKS, SUPPLEMENTAL BOOKS AND VIDEOS

Textbook:

Kraus, Richard and Sara Chapman Hilsendager. History of the Dance in Art and Education, Englewood Cliffs: Prentice Hall, 1991.

Supplemental Books:

Horosko, Marian. Martha Graham, Independent Publishers Group: Chicago, Ill., 1992.

Tierou. Doaple The Eternal Law of African Dance, Harwood, New York, 1992.

Video:

Martha Graham in Performance
 Honya, Portrait of a Dance Pioneer
 Discover Your Expressive Body
 Doris Humphrey
 Alvin Ailey
 Maneesha Dance Kathak
 Fonteyn and Nureyev
 Dance Theater of Harlem
 The Leningrad Legend
 The Romantic Era

VI. BIBLIOGRAPHY

Cohen, Selma Jean (new section by Katy Matheson). Dance as a Theatre Art, Princeton/Dance Horizons, 1992.

Emery, Lynn Fauley. Black Dance: From 1619 to Today (2nd edition), Princeton, NY, 1988.

Gordon, Beate and Joseph. An Introduction to Asian Dance The Asian Society, NY 1965.

Hawkins, Alma. Creating Through Dance (rev. ed.), AAHPERD Reston, VA, 1988.

Khokar, Mohan. Tradition of Indian Classical Dance, Clarion Books, Delhi, 1984.

Lawry, W.C. Neil (editor). The Performing Arts and American Society, Prentice-Hall Inc. Englewood Cliffs, NJ 1978.

Prevots, Naima. Dancing in the Sun, U.M.I. Research Press - Ann Arbor, London, 1987.

Course Description:

Designed to examine dance as a performing art in the context of its historical and cultural development. Class will also include the analysis of a major piece of choreography, attending live performances and viewing select works of dance. No previous dance experience is required.

SECTION A: Details of the Course

- A1 This course will meet the fine art requirement in the Liberal Studies program.
- A2 There is no change in the content of the existing course.
- A3 This course will follow the traditional offering of the department.
- A4 To date this course has not been offered at IUP on a trial basis.
- A5 This course is not intended to be a dual level course.
- A6 No variable credit.
- A7 Similiar courses are offered at other state colleges and universities that have Dance major programs. (Example: Slippery Rock, Temple, Point Park College)
- A8 No, dance is a recognized arts discipline.

SECTION B: Interdisplinary Implications

- B1 This course will be taught by one instructor.
- B2 No corollary courses needed.
- B3 The content of this course does not effect courses offered by other departments, except to enhance the offerings offered by the Department of Theater in Fine Arts.
- B4 Seats will be made available to the School of Continuing Education.

SECTION C: Implementation

- C1 a). adequate
b) adequate
c) adequate, but would appreciate more
d) N/A
e) adequate
f) N/A
- C2 No
- C3 Every semester and as a summer course
- C4 One a semester
- C5 60 - 100

C6 No

C7 This course is not a curriculum requirement, but will be used to satisfy the Fine Arts Liberal Studies requirement.