

DANC 331-02
Sex, Race and Body Politics in Dance
Online Course Syllabus
Fall Semester 2020



Instructor: Professor XXXX, MFA

Office Hours: 12:15 – 1:15pm T/TH and by appointment

[Zoom link here](#)

E-mail:

Office Location: virtual, on Zoom

COURSE COMMUNICATIONS:

Online Office Hours

Each week, I will be available for live chat during my office hours (listed above.) We will use Zoom, with a dedicated link found in my Virtual Office Folder in Blackboard. If you have questions of a personal nature, like grades or challenges to your participating in class, you may also email me directly using your CSUEB email account.

Ask Course Related Questions during office hours, via email, or post your questions in the Professor Q&A Discussion Forum. I will respond to your questions as soon as possible, within 24 hours during the week, and 48 hours on the weekend.

TEXTS

Links to videos and readings will be available in the Assignments Folder by week.

PREREQUISITES

None – there are no prerequisites for this course, and no previous experience with dance is required in order for you to do well and succeed in this class!

COURSE DESCRIPTION:

Our course explores questions of identity: "Who am I?" and "How can we live consciously in a diverse society?" We live in a beautifully diverse society. We all have a complex web of ethnic, gender, cultural, national, familial, social, ability/disability, sexual orientation, life-choices and body image identities. **A common meeting ground of our shared humanity is that we all have a body.** We will explore the politics of the body as it is expressed and researched through contemporary, traditional and experimental movement-based performance. Dancers of all bodies, abilities, genders, sexual orientations, ages and spiritualities are welcome. Performance forms have served as important tools for empowerment and activism for many people

throughout history who have been silenced, left-out, oppressed and told we are “less-than.” **How might we learn from this legacy of liberation? How can we use performance as a vehicle towards freedom in these times?** Let’s do this, together!

COURSE OVERVIEW:

My goals - as your instructor - are to create a space where you can be at home in your body, express yourself and create community. Instead of bowing to the mainstream commercial ideals of what dancers and dancing should be, we will elevate dances, communities and practices that GIVE US LIFE! You are invited to share YOUR dances, traditions and new discoveries that are pleasurable and meaningful to you. In this way we will all learn from each other, and all have input into the course content.

Course activities (movement, writing, readings, videos, discussions and performances) are designed to help you to:

<u>EXPERIENCE:</u>	<u>Energy</u>	<u>Purpose</u>	<u>Connection</u>
<u>LEARN ABOUT:</u>	<u>Identity</u>	<u>Expression</u>	<u>Culture</u>
<u>PRACTICE:</u>	<u>Moving</u>	<u>Creating</u>	<u>Collaborating</u>
	<u>Writing</u>	<u>Exploring</u>	<u>Witnessing</u>

COURSE STRUCTURE:

Each week, I will send you an email on Monday morning at 9am, summarizing what you will need to do that week for the course.

Class will meet synchronously twice a week on Zoom, on Tuesdays and Thursdays from 11:00am – 12:15pm. Each class meeting will include movement and mindfulness techniques and short instructor presentations for discussion in pairs or small groups. If you are unable to attend a class meeting, you are welcome to view the video from that session (posted by 10am the following day) and submit your completed class activities via Bb.

Each week you will have a Creative Writing assignment, based upon readings and videos about our course themes. Each week you will also post about a Discussion Board topic on Bb, where you will share questions, ideas and constructive dialogue with your classmates. Finally, you will attend two professional dance performance events online and submit a brief reflective journal about your experience. I have listed several suggested events for you to choose from in the Course Outline, but you are welcome to find another one of (any style of dance) that interests you. All written work is due on Sundays by 11:59pm.

My estimate is that you will spend approximately four hours per week on in-class activities and assignments, with additional time to complete your mid-term and final projects, which will be creative solo and group pieces that I will teach you how to make. Please note that in-person attendance is strongly recommended to prepare your mid-term and final projects, and also so

we can get to know each other in your first semester in the GANAS *familia*!

COURSE LEARNING OUTCOMES FOR DANC 331

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

1. Demonstrate greater control over their individual artistic and creative voices, as they explore the role that Native, African, Latinx and LGBTQI Americans as well as Americans of all sizes/shapes and abilities/disabilities have played in shaping the American cultural voice and how these factors have impacted contemporary dance and performance.
2. Identify how the cultural images of Native, African, Asian, Latinx and LGBTQI Americans as well as Americans of all sizes/shapes and abilities/disabilities are portrayed in mainstream media, and how that limits artistic expression for all people.
3. Be able to communicate, collaborate and participate in difficult conversations in highly diverse environments.
4. Collaborate to create and perform original dance/theatre pieces based on identity issues covered in class.

These objectives and outcomes will be accomplished through: weekly in-class movement and discussion activities; discussion forum participation; creative writing assignments in response to short readings and videos; shared presentations of original, collaboratively-made performance projects.

COURSE TECHNOLOGY REQUIREMENTS

All students must be able to access Blackboard (BB) on campus and outside campus:

<http://bb.csueastbay.edu>

You will need a reliable internet connection and a laptop, desktop computer or smartphone for accessing live class meetings (via Zoom), viewing weekly course materials and responding to them on Blackboard. You may need a webcam and microphone (smartphone works fine) for interactive resources. You will need speakers or a headset to listen to assigned videos. Students must be able to use and create content in common file types like Microsoft Word, Excel, PDF and mp4 (video.) Campus library computers are available for student use.

Firefox Browser is the most compatible with Blackboard, then Chrome and Safari (MAC). Plug-ins most often required for online interactive technologies are Java, Silverlight (Flash). Please make sure these are updated and enabled for this course. You may also be required to download Blackboard Collaborate Launcher, and/or Zoom.

Minimum System Requirement

1. Reliable Internet high-speed connection. Recommendation: Cable or DSL.
2. Software: Google Apps, MS Office, Internet Browsers, Media Player, Adobe Acrobat Reader.
3. If you use OpenOffice, Mac Page, or Word Perfect products for your paper, please save your document in Rich Text Format: (File "Save As" Choose "Rich Text Format" as the file

- type).
4. Computer/Laptop/Phone with Webcam capabilities for recording.

EVALUATION

Class Participation: 50% (includes Bb Discussion Board – 1.5 points each, attendance at Zoom meetings and/or completion of alternate class activities – 2 points per week)

Mid-term: 10% (5 points possible)

Weekly Creative Writing Assignments: 12% (1 point per weekly assignment)

Out of Class Assignments (2): 10% (5 points for each live performance reflection journal)

Final Project: 18% (in class showing and/or December 4th MELT performance)

TOTAL POINTS: 100

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Grading Scale

A	100% - 94%	B-	83% - 80%	D+	69% - 67%
A-	93% - 90%	C+	79% - 77%	D	66% - 64%
B+	89% - 87%	C	76% - 74%	D-	63% - 60%
B	86% - 84%	C-	73% - 70%	F	<60%

MAJOR ASSIGNMENTS:

Note: assignment grades will be available in “My Grades” in Blackboard within a week to 10 days from submission.

Weekly Readings and Creative Writing Responses (1 point each)

Your Assignments Folder provides links to weekly readings and videos, as well as suggested formats for your creative writing in response to the materials.

Weekly Online Discussion Forums (1.5 points each)

The Discussion forums are a very important part of your learning in this class, and will be assessed according to specific criteria. See the Discussion Board Grading Criteria in the Syllabus area, and use the Rubric attached to each forum to see what you are asked to prepare for your post. area of the course. Remember that our online classroom is an academic environment, and "Netiquette" is expected at all times. Please read the definition of netiquette in the course Syllabus area.

You will be assigned to a group of six to eight students depending on the class size. Your group will have a separate discussion forum, which I will participate in. I will prompt your group each week to post to the forum with responses to questions about the weekly in-class activities, readings and videos, or other content.

Unless otherwise directed, please post your original responses by **Friday** of each week. That will give students in your group time to reply to your post. You have until the end of the week **Sunday** to respond to two other members of the group with substantive, thought-provoking

replies.

Mid-Term (10 points) and Final Project (18 points)

The MidTerm and Final will be short solo and group performance projects that you will work on in class, and also with a partner/group outside of class. Each class meeting will include skills and activities that will help you to create your mid-term and final performance projects.

ACADEMIC INTEGRITY

Plagiarism is the process of taking, and presenting as your own, the ideas or words of another person, or using someone else's work without crediting the source. In your assignments, all of your words must be your own, unless you clearly present someone else's words in quotation marks, and cite your source. The use of someone else's ideas also requires that you provide a citation for the original source. Plagiarism also includes presenting as your own a paper written by another student, or a paper written by any other outside source. Our agreement for this course is that you will receive course credit for work that you complete, in your own words. If you turn in a paper that has been plagiarized in any way, you will automatically receive an "F" on the assignment.

By enrolling in this class you agree to uphold the standards of academic integrity described in the catalog, access by clicking [here](#)

DISABILITIES AND ACCOMMODATIONS

If you have a documented disability and wish to discuss academic accommodations, or if you need assistance in the event of an emergency evacuation, please contact me as soon as possible. Students with disabilities needing accommodation should speak with [Accessibility Services](#).

COURSE SCHEDULE:

Listed below are the dates and topics to be covered during each week of class. Please review the assigned readings and videos before **Thursday's** class in order to be prepared to participate in class discussions.

	Topics/Major Assignments	Dates
Week 1	Getting to Know You	Aug. 18
		Aug. 20
Week 2	An Introduction to Modern Dance	Aug. 25
		Aug. 27
Week 3	Modern Dance Pioneers	Sep. 1
		Sep. 3
Week 4	Partnering & Mixed Abilities	Sep. 8
		Sep. 10
Week 5	Inclusive Hip Hop	Sep. 15
		Sep. 17

Week 6	Local Artists Taking Risks	Sep. 22
		Sep. 24
Week 7	Gender and Sexual Orientation	Sep. 29
		Oct. 1
Week 8	Fat Liberation in Dance	Oct. 6
		Oct. 8
	Mid-Term Videos Due via Bb	Oct. 11
Week 9	In-Class Presentation of Mid-Term Videos	Oct. 13
	Indigenous & Community-Based Understandings	Oct. 15
Week 10	Stories of Struggle and Healing	Oct. 20
		Oct. 22
Week 11	Birth and Death Onstage	Oct. 27
		Oct. 29
Week 12	Dance and Gravity	Nov. 3
		Nov. 5
Week 13	Dance That Inspires You	Nov. 10
		Nov. 12
Week 14	Rehearsals for Final Projects	Nov. 17
		Nov. 19
Week 15	Thanksgiving Break	Nov. 24
		Nov. 26
Week 16	Feedback on Rough Drafts of Final Projects	Dec. 1
	In-Class Presentation of Final Projects	Dec. 3
	Performance Reflection Journals Due	Dec. 3
	MELT Dance Showcase (optional)	Dec. 4

Disclaimer: Changes to this schedule may be made upon discretion of the instructor. Any changes will be announced in class and/or communicated via Blackboard. The instructor has the right to modify the syllabus in order to meet the needs of the class and/or to utilize the particular expertise of the instructor.