



SYLLABUS ~ DISTANCE LEARNING COURSE
DANCE 3401: DANCE IN POPULAR CULTURE:
EMBODYING AMERICAN IDENTITIES, IDEAS, AND
CULTURES
AUTUMN 2015
3 CREDIT HOURS

Course overview

Instructor

Instructor: Kelly Klein

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CarmenConnect office hours: TBA

In person office hours by appointment: 316 Sullivant Hall

Course description

Popular culture consists of ideas, practices, and objects that have broad appeal across a population. Focused on three sites where we can routinely find popular dance: the stage, the club, and the screen, this course covers dances that have captured the attention and imagination of the American public over the last century. Along with a historical overview of each of the various styles and sites, from ballroom to Hip-Hop, Broadway to YouTube, and television to video games, we will look at who dances, how they move, and how movement constructs identity. Identification of movement vocabulary and choreographic staging will lead to discussion of how popular dance reflects and influences our perceptions of gender, age, ethnicity, and economic status. Overarching themes include the role of media and music in the development and dissemination of dance and issues of innovation and appropriation. This course fills the Arts and Humanities “Cultures and Ideas” and “Social Diversity in the United States” requirements.

Course goals and learning outcomes

The goals of the course are to:

- Situate American popular dances in relation to historical events and social change.
- Apply the concepts of cultural appropriation and aesthetic innovation to American popular dance forms.
- Demonstrate the roles popular music and popular media play in relation to the dissemination of popular dance styles.
- Improve literacy in American popular dance.
- Culture and Ideas: Students evaluate significant cultural phenomena and ideas in order to develop capacities for aesthetic and historical response and judgment; and interpretation and evaluation.
- Social Diversity in the United States: students understand the pluralistic nature of institutions, society, and culture in the United States and across the world in order to become educated, productive, and principled citizens.

At the successful completion of this course students will be able to:

- Identify key dance artists, styles, and steps, and describe their importance for the development of American popular dance.
- Describe and explain the impact of historical events, social circumstances, and political landscapes on the development of American popular dance practices.
- Explain how dances reflect or challenge social and cultural ideals.
- Integrate tools for watching, describing, and assessing dance into written responses.

Cultures and Ideas Expected Learning Outcomes:

This course works toward these outcomes through close readings of specific dance works and dance practices as cultural representations that reflect and contribute to individual subjectivities, group identities, historico-political interactions, and societal assumptions and beliefs in the United States.

- Students develop abilities to analyze, appreciate, and interpret major forms of human thought, culture, and expression.
- Students develop abilities to evaluate how ideas influence the character of human beliefs, the perception of reality, and the norms which guide human behavior.

Social Diversity in the United States Expected Learning Outcomes:

Americans embody the movement practices of various segments of our many-faceted society when practicing and viewing popular and social dance. Along with examining representations and constructions of identity through dance in popular culture, this course will draw students'

attention to their own experience of and attitudes toward diverse dance practices and heritages.

- Students describe and evaluate the roles of such categories as race, gender and sexuality, disability, class, ethnicity, and religion in the pluralistic institutions and cultures of the United States.
- Students recognize the role of social diversity in shaping their own attitudes and values regarding appreciation, tolerance, and equality of others.

Course materials

Required

Text and video clips in each unit (on Carmen)

Video lectures (on Carmen)

Required supplemental materials

FILMS/VIDEOS (Secured Media Library; link through Carmen)

Dirty Dancing. Dir. Emile Ardolino. Lionsgate, 1987.

Flashdance. Dir. Adrian Lyne. Paramount Pictures, 1983.

Gold Diggers of 1933. Dir. Mervyn LeRoy. Warner Bros., 1933.

Hairspray. Dir. John Waters. New Line Cinema, 1988.

Rize. Dir. David LaChapelle. Lionsgate, 2005.

Saturday Night Fever. Dir. John Badham. Paramount Pictures, 1977.

Stormy Weather. Dir. Andrew Stone. 20th Century Fox, 1943.

Top Hat. Dir. Mark Sandrich. Paramount Pictures, 1935.

West Side Story. Dir. Jerome Robbins and Robert Wise. Mirisch Corp., 1961.

Course technology

Baseline technical skills necessary for online courses

- Basic computer and web-browsing skills
- Navigating Carmen (including quizzes, discussion boards, and gradebook)

<https://odee.osu.edu/resourcecenter/carmen>

Technology skills necessary for this specific course

- CarmenConnect text, audio, and video chat
<http://resourcecenter.odee.osu.edu/carmenconnect>
- Collaborating in CarmenWiki
<http://resourcecenter.odee.osu.edu/carmenwiki>

Necessary equipment and software

- Computer: current Mac (OS X) or PC (Windows 7+) with high-speed internet connection

Grading and faculty response

Grades

Assignment or category	Points
Discussion Posts responding to instructor's questions (1 per week; 14 total)	100 (20%)
Substantive responses to other students' discussion posts (3 per week; 42 total)	70 (14%)
Quizzes (1 per unit; 6 total)	100 (20%)
Visual Media Analysis Posts (1 per unit; 6 total)	100 (20%)
Oral History	10 (2%)
Group Project practice components (4 total)	20 (4%)
Final Group Project	100 (20%)
Total	500 (100%)

Late assignments

All assignments must be submitted by 11:59PM on the due date. Late assignments will not be accepted.

Grading scale

93–100: A
90–92.9: A-
87–89.9: B+
83–86.9: B
80–82.9: B-
77–79.9: C+
73–76.9: C
70–72.9: C-
67–69.9: D+
60–66.9: D
Below 60: E

Faculty feedback and response time

I am providing the following list to give you an idea of my intended availability throughout the course. (Remember that you can call **614-688-HELP** at any time if you have a technical problem.)

Grading and feedback

For weekly assignments such as discussion board posts, you can generally expect feedback within **3-5 days**. For visual media analyses, please allow **10-12 days** for feedback. Quizzes will be graded automatically and results (but not responses) will be available immediately after completion.

E-mail

I will reply to e-mails within **24 hours on school days**.

Discussion board

I will check and reply to posts in the discussion boards throughout the week. If questions about assignments, exams, etc. arise in the **Questions??** forum, I will address these in both video lectures and written announcements.

Attendance, participation, and discussions

Student participation requirements

Because this is a distance-education course, your attendance is based on your online activity and participation. The following is a summary of everyone's expected participation:

- **Logging in: AT LEAST TWICE PER WEEK**
Be sure you are logging in to the course in Carmen each week, including weeks with holidays or weeks with minimal online course activity. (During most weeks you will probably log in many times.) If you have a situation that might cause you to miss an entire week of class, discuss it with me *as soon as possible*.
- **Office hours: OPTIONAL**
Online and in person office hours are optional. If you need to meet with me in person, please email me at the beginning of the week to make an appointment during my scheduled office hours (see the beginning of the syllabus).
- **Participating in discussion forums: 3 TIMES PER WEEK MINIMUM**
Each week, you will respond to questions posed by the instructor in the discussion board. In addition, each week you can expect to post a minimum of three times as part of our substantive class discussion on the week's topics. "Substantive" posts engage with other students' comments, pose follow up questions, and contribute to further discussion and conversation. Scoring on participation is cumulative for each week. More posts than required and posts that generate discussion will contribute to a higher score.

Discussion and communication guidelines

The following are my expectations for how we should communicate as a class. Above all, please remember to be respectful and thoughtful.

- **Writing style:** While there is no need to participate in class discussions as if you were writing a research paper, you should remember to write using good grammar, spelling, and punctuation.
- **Tone and civility:** Let's maintain a supportive learning community where everyone feels safe and where people can disagree amicably. Remember that sarcasm doesn't always come across online.
- **Citing your sources:** When we have academic discussions, please cite your sources to back up what you say. (For course materials, list the section title or article and page number. For online sources, include a link.)
- **Backing up your work:** Consider composing your discussion board posts in a word processor, where you can check your spelling and save your work, and then copying them into the Carmen discussion.

Other course policies

Academic integrity policy

It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term “academic misconduct” includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct <http://studentlife.osu.edu/csc/>.

The Ohio State University’s *Code of Student Conduct* (Section 3335-23-04) defines academic misconduct as: “Any activity that tends to compromise the academic integrity of the University, or subvert the educational process.” Examples of academic misconduct include (but are not limited to) plagiarism, collusion (unauthorized collaboration), copying the work of another student, and possession of unauthorized materials during an examination. Ignorance of the University’s *Code of Student Conduct* is never considered an “excuse” for academic misconduct, so I recommend that you review the *Code of Student Conduct* and, specifically, the sections dealing with academic misconduct.

If I suspect that a student has committed academic misconduct in this course, I am obligated by University Rules to report my suspicions to the Committee on Academic Misconduct. If COAM determines that you have violated the University’s *Code of Student Conduct* (i.e., committed academic misconduct), the sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the University.

If you have any questions about the above policy or what constitutes academic misconduct in this course, please contact me.

Other sources of information on academic misconduct (integrity) to which you can refer include:

- The Committee on Academic Misconduct web pages ([COAM Home](#))
- *Ten Suggestions for Preserving Academic Integrity* ([Ten Suggestions](#))
- *Eight Cardinal Rules of Academic Integrity* (www.northwestern.edu/uacc/8cards.htm)

Accommodations for accessibility

Requesting accommodations

If you would like to request academic accommodations based on the impact of a disability qualified under the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973, contact your instructor privately as soon as possible to discuss your specific needs. Discussions are confidential.

In addition to contacting the instructor, please contact the Office for Disability Services at 614-292-3307 or

ods@osu.edu to register for services and/or to coordinate any accommodations you might need in your courses at The Ohio State University.

For more information: <http://ods.osu.edu> or <http://ada.osu.edu/resources/Links.htm>

Accessibility of course technology

This online course requires use of Carmen (Ohio State's learning management system) and other online communication and multimedia tools. If you need additional services to use these technologies, please request accommodations with your instructor.

- [Carmen \(Desire2Learn\) accessibility](#)
- Streaming audio and video
- Synchronous course tools

Student Services

There are resources available on campus to assist students with navigating The Ohio State University. For information about university resources, academic support and tutoring, student life, and wellness services, go to <http://artsandsciences.osu.edu/current-students/university-resources>. For assistance with financial aid, tuition and fees, registration, or managing your Student Center, go to <http://ssc.osu.edu/>

Course schedule (tentative)

Week	Dates	Course Topics (See attached Course Plan for all Readings, Assignments, and Deadlines)
1	8/24-8/28	Unit 1 Intro and Unit 1A: Stage and Spectacle (first day of classes 8/25)
2	8/31-9/4	Unit 1B: Social Dance & the Jazz Age
3	9/7-9/11	Unit 2 Intro and Unit 2A: The Silver Screen (Labor Day 9/7)
4	9/14-9/18	Unit 2B: Swing Era Social Dances
5	9/21-9/25	Unit 3 Intro and Unit 3A: Dance on Stage and Film
6	9/28-10/2	Unit 3B: Rock 'n' Roll and Dance on TV
7	10/5-10/9	Unit 4 Intro and Unit 4A: Counterculture and Activism
8	10/12-10/16	Unit 4B: Disco and Funk Styles (Fall Break 10/15-10/16)
9	10/19-10/23	Unit 5 Intro and Unit 5A: 80s Social Forms
10	10/26-10/30	Unit 5B: Dance on Screen
11	11/9-11/13	Unit 5C: Revivals and Dancesport (Veteran's Day 11/11)
12	11/16-11/20	Unit 6 Intro and Unit 6A: Street Styles
13	11/23-11/27	Unit 6B: Late Broadway (Thanksgiving Break 11/25-11/27)
14	11/30-12/4	Unit 6C: Reality TV and Digital Screens
15	12/7-12/11	Course conclusion and working on final projects (last day of classes 12/9)

Course Plan: Dance in Popular Culture

		Assignments	Assessments
	<u>Before we begin</u>	<ul style="list-style-type: none"> • <u>Read</u> instructor's welcome in the announcements • <u>Watch</u> orientation video • <u>Introduce</u> yourself on the discussion board 	<input type="checkbox"/> Introduction
	<u>Always do the following</u>	<ul style="list-style-type: none"> • <u>Read</u> any announcements from the instructor • <u>Watch</u> any videos the instructor has posted since your last visit (content outlines will also be provided) • <u>Post</u> any procedure or assignment questions to the Questions?? discussion board 	

Unit 1: The Progressive Era and Jazz Age

	Objectives	Assignments	Assessments
Unit 1A: Stage and Spectacle	<ul style="list-style-type: none"> Identify key dance artists, styles, and steps in American popular dance forms, including in Broadway revues, vaudeville, Hollywood, and ballroom. Identify and describe African and African American as well as European and European American cultural influences evident in popular dance forms and how they were integrated into the larger dance landscape. Describe and explain the impact of the Progressive Era and World War I on the development of American popular dance practices. 	<ul style="list-style-type: none"> <u>Read/Watch</u> Unit 1A content on Carmen <u>Respond</u> to discussion questions on discussion board <u>Read</u> instructions for how to write a visual media analysis paper for this course 	<ul style="list-style-type: none"> <input type="checkbox"/> 200-word discussion board post in response to discussion questions <input type="checkbox"/> 3 substantive comments on other students' posts
Unit 1B: Social Dance & the Jazz Age	<ul style="list-style-type: none"> Explain how cross-racial interactions and the changing roles of women in dance contexts reflected or challenged social and cultural ideals. Integrate the concepts of representation and appropriation into watching, describing, and assessing dance in written responses. 	<ul style="list-style-type: none"> <u>Read/Watch</u> Unit 1B content on Carmen <u>Respond</u> to discussion questions on discussion board <u>Interview/Write</u> Talk with a friend or family member about their experiences with popular dance and compose an oral history that compares their experiences to yours 	<ul style="list-style-type: none"> <input type="checkbox"/> 200-word discussion board post in response to discussion questions <input type="checkbox"/> 300-word oral history discussion board post <input type="checkbox"/> 3 substantive comments on other students' posts
		<ul style="list-style-type: none"> <u>Watch</u> <i>Gold Diggers of 1933</i> <u>Study</u> for quiz <u>Write</u> visual media analysis 	<ul style="list-style-type: none"> <input type="checkbox"/> Quiz Unit 1 <input type="checkbox"/> Analysis of <i>Gold Diggers of 1933</i>

Unit 2: The Great Depression through WWII

	Objectives	Assignments	Assessments
Unit 2A: The Silver Screen	<ul style="list-style-type: none"> Identify key dance artists, styles, and steps in American popular dance forms, including tap, Lindy Hop and swing, and Latin dance styles. Identify and describe African and African American as well as Latin American and Latino cultural influences in American popular dance forms and how they were integrated into the larger dance landscape. Describe and explain the impact of the Great Depression, WWII, the New Deal, and early women's rights movements on the development of American popular dance practices. 	<ul style="list-style-type: none"> <u>Read/Watch</u> Unit 2A content on Carmen <u>Respond</u> to discussion questions on discussion board <u>FP1A</u> Sign up for an era for the final project (groups of 3-4) <u>FP1B</u> Introduce yourselves in your assigned discussion area 	<ul style="list-style-type: none"> <input type="checkbox"/> 200-word discussion board post in response to discussion questions <input type="checkbox"/> 3 substantive comments on other students' posts <input type="checkbox"/> FP1 A and B
Unit 2B: Swing Era Social Dances	<ul style="list-style-type: none"> Track the evolution of American popular dance forms through cross-historical comparison. Explain how cross-racial interactions and the changing roles of women in dance contexts reflected or challenged social and cultural ideals. Integrate the concepts of representation and appropriation into watching, describing, and assessing dance in written responses. 	<ul style="list-style-type: none"> <u>Read/Watch</u> Unit 2B content on Carmen <u>Respond</u> to discussion questions on discussion board <u>Watch</u> video on creating a Naxos music playlist <u>FP2</u> Group practice: Create a 5-song Naxos music playlist for this era; submit explanation of which musical artists you chose and why, and what kinds of dances could be performed to the music. 	<ul style="list-style-type: none"> <input type="checkbox"/> 200-word discussion board post in response to discussion questions <input type="checkbox"/> 3 substantive comments on other students' posts <input type="checkbox"/> FP2 Submit playlist with explanation
		<ul style="list-style-type: none"> <u>Watch</u> either <i>Stormy Weather</i> OR <i>Top Hat</i> <u>Study</u> for quiz <u>Write</u> visual media analysis 	<ul style="list-style-type: none"> <input type="checkbox"/> Quiz Unit 2 <input type="checkbox"/> Analysis of either <i>Stormy Weather</i> OR <i>Top Hat</i>

Unit 3: The Boom Years and Social Ferment

	Objectives	Assignments	Assessments
Unit 3A: Dance on Stage and Film	<ul style="list-style-type: none"> Identify key dance artists, styles, and steps in American popular dance forms, including in Hollywood film musicals, on American Bandstand, and in rock 'n' roll. Identify and describe African American influences evident in American popular dance forms and how they were integrated into the larger dance landscape. Describe and explain the impact of Civil Rights, feminism, and changing attitudes about sexuality on the development of American popular dance practices. 	<ul style="list-style-type: none"> <u>Read/Watch</u> Unit 3A content on Carmen <u>Respond</u> to discussion questions on discussion board <u>FP3</u> Group practice: As a group, pull together a clipboard of 5 images of celebrities, popular films, advertisements, and other elements that could be incorporated into décor representative of this era; submit explanation of what these individuals or items suggest about this era. 	<ul style="list-style-type: none"> <input type="checkbox"/> 200-word discussion board post in response to discussion questions <input type="checkbox"/> 3 substantive comments on other students' posts <input type="checkbox"/> FP3 Submit décor clipboard with explanation
Unit 3B: Rock 'n' Roll and Dance on TV	<ul style="list-style-type: none"> Track the evolution of American popular dance forms through cross-historical comparison. Explain how racial conflict, feminism, sexual identity, and individualism in dance contexts reflect or challenge social and cultural ideals. Integrate movement description and other tools for watching, describing, and assessing dance into written responses 	<ul style="list-style-type: none"> <u>Read/Watch</u> Unit 3B content on Carmen <u>Respond</u> to discussion questions on discussion board 	<ul style="list-style-type: none"> <input type="checkbox"/> 200-word discussion board post in response to discussion questions <input type="checkbox"/> 3 substantive comments on other students' posts
		<ul style="list-style-type: none"> <u>Watch</u> <i>West Side Story</i> <u>Study</u> for quiz <u>Write</u> visual media analysis 	<ul style="list-style-type: none"> <input type="checkbox"/> Quiz Unit 3 <input type="checkbox"/> Analysis of <i>West Side Story</i>

Unit 4: Civil Rights, Vietnam, and the Women’s Movement

	Objectives	Assignments	Assessments
Unit 4A: Counterculture and Activism	<ul style="list-style-type: none"> Identify key dance artists, styles, and steps in American popular dance forms, including on Broadway, on Soul Train, and in disco and funk styles. Identify and describe African American influences evident in American popular dance forms and how they were integrated into the larger dance landscape. Describe and explain the impact of Civil Rights, feminism, the Vietnam War, and changing attitudes about sexuality on the development of American popular dance practices. 	<ul style="list-style-type: none"> <u>Read/Watch</u> Unit 4A content on Carmen <u>Respond</u> to discussion questions on discussion board <u>Watch</u> video on accessing Vogue archives and other magazines <u>FP4</u> Group practice: As a group, pull together a fashion clipboard of 5 outfits representative of this era; submit explanation of who would wear these outfits and for what kinds of activities. 	<ul style="list-style-type: none"> <input type="checkbox"/> 200-word discussion board post in response to discussion questions <input type="checkbox"/> 3 substantive comments on other students’ posts <input type="checkbox"/> FP4 Submit fashion clipboard with explanation
Unit 4B: Disco and Funk Styles	<ul style="list-style-type: none"> Track the evolution of American popular dance forms through cross-historical comparison. Explain how racial conflict, feminism, sexual identity, and individualism in dance contexts reflect or challenge social and cultural ideals. Integrate movement description and other tools for watching, describing, and assessing dance into written responses 	<ul style="list-style-type: none"> <u>Read/Watch</u> Unit 4B content on Carmen <u>Respond</u> to discussion questions on discussion board 	<ul style="list-style-type: none"> <input type="checkbox"/> 200-word discussion board post in response to discussion questions <input type="checkbox"/> 3 substantive comments on other students’ posts
		<ul style="list-style-type: none"> <u>Watch</u> either <i>Hairspray</i> OR <i>Saturday Night Fever</i> <u>Study</u> for quiz <u>Write</u> visual media analysis 	<ul style="list-style-type: none"> <input type="checkbox"/> Quiz Unit 4 <input type="checkbox"/> Analysis of either <i>Hairspray</i> OR <i>Saturday Night Fever</i>

Unit 5: “Morning in America”: Neoliberalism and the End of a Century

	Objectives	Assignments	Assessments
Unit 5A: 80s Social Forms	<ul style="list-style-type: none"> Identify key dance artists, styles, and steps in American popular dance forms, including in b-boying, voguing, house, MTV, dance films, tap, and dancesport. Identify and describe diverse cultural influences evident in American popular dance forms and how they were integrated into the larger dance landscape. 	<ul style="list-style-type: none"> <u>Read/Watch</u> Unit 5A content on Carmen <u>Respond</u> to discussion questions on discussion board <u>FP</u> Begin and sustain group work on final project 	<input type="checkbox"/> 200-word discussion board post in response to discussion questions <input type="checkbox"/> 3 substantive comments on other students' posts
Unit 5B: Dance on Screen	<ul style="list-style-type: none"> Describe and explain the impact of neoliberal economic policies, consumer culture, multiculturalism, and recording technologies on the development of American popular dance practices. Track the evolution of American popular dance forms through cross-historical comparison. 	<ul style="list-style-type: none"> <u>Read/Watch</u> Unit 5B content on Carmen <u>Respond</u> to discussion questions on discussion board <u>FP</u> Sustain group work on final project 	<input type="checkbox"/> 200-word discussion board post in response to discussion questions <input type="checkbox"/> 3 substantive comments on other students' posts
Unit 5C: Revivals & Dancesport	<ul style="list-style-type: none"> Explain how dances reflect or challenge social and cultural ideals. Integrate movement description and other tools for watching, describing, and assessing dance into written responses. 	<ul style="list-style-type: none"> <u>Read/Watch</u> Unit 5C content on Carmen <u>Respond</u> to discussion questions on discussion board <u>FP</u> Sustain group work on final project 	<input type="checkbox"/> 200-word discussion board post in response to discussion questions <input type="checkbox"/> 3 substantive comments on other students' posts
		<ul style="list-style-type: none"> <u>Watch</u> either <i>Dirty Dancing</i> OR <i>Flashdance</i> <u>Study</u> for quiz <u>Write</u> visual media analysis 	<input type="checkbox"/> Quiz Unit 5 <input type="checkbox"/> Analysis of <i>Dirty Dancing</i> OR <i>Flashdance</i>

Unit 6: 9/11, Millennials, and the Rise of the Social

	Objectives	Assignments	Assessments
Unit 6A: Street Styles	<ul style="list-style-type: none"> Identify key dance artists, styles, and steps in American popular dance forms, including krump, new style, jerking, on Broadway and in reality television and digital and social media. Identify and describe diverse cultural influences evident in American popular dance forms and how they were integrated into the larger dance landscape. 	<ul style="list-style-type: none"> <u>Read/Watch</u> Unit 6A content on Carmen <u>Respond</u> to discussion questions on discussion board <u>FP</u> Sustain group work on final project 	<input type="checkbox"/> 200-word discussion board post in response to discussion questions <input type="checkbox"/> 3 substantive comments on other students' posts
Unit 6B: Late Broadway	<ul style="list-style-type: none"> Describe and explain the impact of globalization, Internet technologies, and amateurism on the development of American popular dance practices. Track the evolution of American popular dance forms through cross-historical comparison. 	<ul style="list-style-type: none"> <u>Read/Watch</u> Unit 6B content on Carmen <u>Respond</u> to discussion questions on discussion board <u>FP</u> Sustain group work on final project 	<input type="checkbox"/> 200-word discussion board post in response to discussion questions <input type="checkbox"/> 3 substantive comments on other students' posts
Unit 6C: Reality TV & Digital	<ul style="list-style-type: none"> Explain how dances reflect or challenge social and cultural ideals. Integrate movement description and other tools for watching, describing, and assessing dance into written responses. 	<ul style="list-style-type: none"> <u>Read/Watch</u> Unit 6C content on Carmen <u>Respond</u> to discussion questions on discussion board <u>FP</u> Wrap up group work on final project 	<input type="checkbox"/> 200-word discussion board post in response to discussion questions <input type="checkbox"/> 3 substantive comments on other students' posts
		<ul style="list-style-type: none"> <u>Watch</u> <i>Rize</i> <u>Study</u> for quiz <u>Write</u> visual media analysis 	<input type="checkbox"/> Quiz Unit 6 <input type="checkbox"/> Analysis of <i>Rize</i>

Final project due:

Arts and Sciences Distance Learning Online Course Component Technical Review Checklist

Course: Dance 3401

Instructor: Harmony Bench

Summary: Online Course

Standard - Course Technology	Yes	Yes with Revisions	No	Feedback/recommendations
6.1 The tools used in the course support the learning objectives and competencies.	✓			All tools and media that will be used in this course align to support the course learning objectives. This course will be delivered asynchronously with CarmenConnect and/or in-person office hours.
6.2 Course tools promote learner engagement and active learning.	✓			Student engagement activities and assignments included in the syllabus promote student engagement and active learning in the following ways: <ul style="list-style-type: none"> • Carmen Discussion Boards will be used to engage with students in discussions • CarmenWiki will be used for collaborative activities • CarmenConnect will be used for text, audio and video chats • Carmen Quizzes for assessment for each unit
6.3 Technologies required in the course are readily obtainable.	✓			All assignments and activities for this course use the core common tool set at Ohio State (Carmen, CarmenConnect, and CarmenWiki).
6.4 The course technologies are current.	✓			All course technologies explicitly listed in the syllabus are current.
6.5 Links are provided to privacy policies for all external tools required in the course.	✓			No external tools required.
Standard - Learner Support				

<p>7.1 The course instructions articulate or link to a clear description of the technical support offered and how to access it.</p>	<p>✓</p>		<p>Recommend that these links be included in the “Course Technology” section of the syllabus to address all technical support needs of students.</p> <p>The faculty member should add an overview and instructions for students to access technical support for Carmen, CarmenConnect and CarmenWiki. (8-help for phone support)</p> <p>https://odee.osu.edu/resourcecenter/carmen</p> <p>http://resourcecenter.odee.osu.edu/carmenconnect</p> <p>http://resourcecenter.odee.osu.edu/carmenwiki</p>
<p>7.2 Course instructions articulate or link to the institution’s accessibility policies and services.</p>	<p>✓</p>		<p>The below link should be included in the syllabus. The text for the accessibility statement should be in BOLD 18pt font.</p> <p>http://ada.osu.edu/resources/Links.htm</p>
<p>7.3 Course instructions articulate or link to an explanation of how the institution’s academic support services and resources can help learners succeed in the course and how learners can obtain them.</p>	<p>✓</p>		<p>The faculty member should add to the syllabus an overview and contact information for the student academic services offered on the OSU main campus.</p> <p>http://artsandsciences.osu.edu/current-students/university-resources</p>
<p>7.4 Course instructions articulate or link to an explanation of how the institution’s student services and resources can help learners succeed and how learners can obtain them.</p>	<p>✓</p>		<p>The faculty member should add to the syllabus an overview and contact information for student services offered on the OSU main campus.</p> <p>http://ssc.osu.edu</p> <p>Recommend that this link be included in the “Other Course Policies” section of the syllabus.</p>

Standard – Accessibility and Usability				
8.1 Course navigation facilitates ease of use.	✓			Recommend using the Carmen Distance Learning Course Shell to provide a consistent student-user experience in terms of navigation and access to content. Please see comments for further notes.
8.2 Information is provided about the accessibility of all technologies required in the course.	✓			All the tools being used for this course are in the OSU core common tool set and they meet the universities policies for accessibility.
8.3 The course provides alternative means of access to course materials in formats that meet the needs of diverse learners.	✓			Recommend (upon request) that all audio/video content be captioned and accompanied by a searchable PDF text file that students can download.
8.4 The course design facilitates readability	✓			Recommend using the Carmen Distance Learning Course Shell to provide a consistent student-user experience in terms of navigation and access to content.
8.5 Course multimedia facilitate ease of use.	✓			All assignments and activities for this course use the core common tool set at Ohio State which helps facilitate ease of use with embedded multimedia.

Reviewer Information

- Date Reviewed: July 14, 2015
- Reviewed By: Allen S. Coleman & Mike Kaylor

Dance in Popular Culture: Embodying American Identities, Ideas, and Cultures*

Dance 3401 • 3 units

T/R 12:45-2:05

18th Avenue Library 070/090

175 W 18th Avenue

Instructor: Tawanda Chabikwa, chabikwa.1@osu.edu**

TA: Kaustavi Sarkar, sarkar.35@buckeyemail.osu.edu

Office Hours: by appointment

**this syllabus subject to change during the semester be certain to refer to Carmen for updates.*

*** **always** copy both instructor and TA on communications regarding class.*

I. Course Description

Popular culture consists of ideas, practices, and objects that have broad appeal across a population. Focused on three sites where we can routinely find popular dance: the stage, the club, and the screen, this course covers dances that have captured the attention and imagination of the American public over the last century. Along with a historical overview of each of the various styles and sites, from ballroom to Hip-Hop, Broadway to YouTube, and television to video games, we will look at who dances, how they move, and how movement constructs identity. Identification of movement vocabulary and choreographic staging will lead to discussion of how popular dance reflects and influences our perceptions of gender, age, ethnicity, and economic status. Overarching themes include the role of media and music in the development and dissemination of dance and issues of innovation and appropriation. This course fills the Arts and Humanities “Cultures and Ideas” and “Social Diversity in the United States” requirements.

II. Course Goals and Objectives

Goals

The goals of the course are to:

1. Situate American popular dances in relation to historical events and social change.
2. Understand the roles popular music and popular media play in relation to the dissemination of popular dance styles.
3. Improve movement fluency/ability to recognize and identify American popular dance forms.
4. Increase information literacy and ability to navigate library resources.

Objectives

At the successful completion of this course students will be able to:

1. Identify key dance artists, styles, and steps.
2. Describe individual and collective contributions to the historical development of American popular dance.
3. Explain the impact of historical events, social circumstances, and political landscapes on American popular dance practices.

4. Demonstrate how dances reflect or challenge social and cultural norms and ideals.
5. Integrate tools for watching, describing, and assessing dance to critically evaluate examples of dance performance.
6. Apply the concepts of cultural appropriation and aesthetic innovation to American popular dance forms.
7. Locate and access appropriate textual and non-textual source materials using library databases and research tools.
8. Evaluate the credibility and appropriateness of music, video, images, and other source materials for a final research project.

Arts and Humanities Expected Learning Outcomes

1. Students develop abilities to be informed observers of, or active participants in, the visual, spatial, performing, spoken, or literary arts.
2. Students develop an understanding of the foundations of human beliefs, the nature of reality, and the norms that guide human behavior.
3. Students examine and interpret how the human condition and human values are explored through works of art and humanistic writings

Cultures and Ideas Expected Learning Outcomes

1. Students develop abilities to analyze, appreciate, and interpret major forms of human thought and expression.
2. Students develop abilities to understand how ideas influence the character of human beliefs, the perception of reality, and the norms which guide human behavior.

This course works towards these outcomes through close readings of specific dance works and dance practices as cultural representations that reflect and contribute to individual subjectivities, group identities, historico-political interactions, and societal assumptions and beliefs in the United States.

Social Diversity in the United States Expected Learning Outcomes

1. Students describe the roles of such categories as race, gender, class, ethnicity, and religion in the pluralistic institutions and cultures of the United States.
2. Students recognize the role of social diversity in shaping their own attitudes and values regarding appreciation, tolerance, and equality of others.

Americans embody the movement practices of various segments of our many-faceted society when practicing and viewing popular and social dance. Along with examining representations and constructions of identity through dance in popular culture, this course will draw students' attention to their own experience of and attitudes towards diverse dance practices and heritages.

III. Course Content and Procedures

The course will be based on in-class critical viewing of photographs and videos with lecture and discussion regarding movement vocabulary, choreographic devices and demographics of participants or performers, as well as larger political and social issues of the time period. Class discussion and assessment will incorporate required readings as well as lectures and visual examples. The course will have an active on-line component via Carmen. Please refer

to the topical outline for specific topics covered in the class, readings, and assignment due dates.

IV. Requirements and Evaluation

Attendance: Attendance for this class is imperative for successful completion. In addition to the information delivered in class through lectures, we will be viewing many visual representations of the dance styles under consideration. The viewing of this material and the collective analysis that follows will enable you to complete the course objectives and succeed in the various assignments. Except for death in the family and documented religious observance, **after three (3) absences, your grade will be lowered by half a letter for each subsequent absence.**

Participation: 10%

During class meetings we will have full class and small group discussions on your reactions, perceptions, and analyses of visual material and assigned readings. Please be prepared to give your opinion and ask questions. This is also a time that you can contribute to the learning of the class by discussing any dance experience you might have. Use of cell phones in any capacity during class time will not be tolerated, nor will non-class related computer use. Throughout the term we will learn physical elements of the dances we've studied. This accesses kinesthetic learning methods and can help identify differences between styles. If you have a specific prohibition against dancing in public, please e-mail me to discuss an alternate assignment, which will involve observing and writing about the dance lessons. Participation is assessed on presence, engagement, contributions, and professionalism.

Reflection & Discussion Posts: 10%

For four topics there are discussion questions under the Discussion tab on Carmen. You are required to post one response to a question of your choice, to comment on the post of another student, and to answer questions on yours. Please answer all aspects of the prompt you choose. You may of course post and respond more frequently. Please also read the posts of other students; Carmen automatically keeps track of the number of posts written and read. The Instructor and Graduate Teaching Assistant will read and occasionally respond to discussion posts; which are graded as follows:

- 5= a well written post and responses
- 4=good post and responses
- 3=not all aspects completed satisfactorily
- 2= not all aspects completed
- 1=only one post completed
- 0= no posts

Guidelines:

- Reflect, question, and bring in new opinions and information; do not just summarize what has been said in class; do not repeat what others have posted
- Include personal experience when possible
- Give examples and counter-examples from what you've seen or read
- Mechanics: Use spell check; read post before submitting; fill out subject line

- When replying to a classmate's post: agree, disagree, question; be polite but interesting

Quizzes: 20%

Each of the five unit quizzes will be available on Carmen. Once you begin you will have one hour to complete the quiz. Quizzes will cover information and analysis from class lectures, viewings, discussions, and assigned readings, and includes a video portion. Contact the instructor immediately if you have technical problems taking the quiz.

Extra Credit: This course has an information literacy component. The university libraries have prepared a 10-question pre- and post-test on information literacy, administered via Survey Monkey. Students who take BOTH the pre-test AND the post-test will have 10 percentage points added to their lowest quiz score.

Assignments: 60% (Detailed Assignment Sheets on Carmen)

1. *Oral History Post: (500 words, 20 pts)* You will write one medium length Carmen Discussion post based on your interview with a family member about their social dancing experiences. In addition, you will comment on at least 1 of your classmates' observations, and respond to questions on yours (**5 pts**). Turned in on Carmen Discussion Board.

2. *West Side Story Film Analysis: (750-1000 words, 30 pts)* As an assessment of your understanding of key concepts and as a way to utilize your growing skill in watching and thinking about dance, you will write an essay identifying and analyzing major concepts in the movie *West Side Story*. Available to stream through Media Services (drm.osu.edu)
Turn in : Carmen Dropbox and a hard copy in class.

Guidelines for Observations:

- Describe movement in relation to use of body, space, energy, rhythm and timing
- Characterize the venue and the performers/participants
- Cite the movement and participants to interpret issues of identity and community

3. *Observation Post: (750-1000 words, 30 pts)* You will write one long-form Carmen Discussion post based on your observation of a live social dance event you watch or participate in. In addition, you will comment on at least 1 of your classmates' observations, and respond to questions on yours (**5 pts**). Turned in on Discussion board and a hard copy in class.

4. *Event Planning Group Assignment and Presentation: (90 pts)* As a final assessment of your understanding of the key concepts of the class, and as a way to demonstrate your growing skill in thinking about dances as cultural, artistic, and commercial products, you will design a mock dance party for an assigned era, which you will present in class. Each group will create a music playlist with descriptions of dances that are appropriate for the song/era, collect images and elements of décor representative of the time period, and determine clothing and fashion elements appropriate to the dances and era. Turned in as electronic or hard copy portfolio during finals week.

Late Policy: I do not accept late submissions without arrangements made 48hrs in advance.

V. Grading Scale

94-100% A	84-86% B	74-76% C	64-66% D
90-93% A-	80-83% B-	70-73% C-	60-63% D-
87-89% B+	77-79% C+	67-69% D+	59 – 0% E

VI. Required Texts

We will be using the book *Ballroom, Boogie, Shimmy-Sham Shake* as our primary text for the course. Readings from the book are indicated (BBSS #chapter). All remaining reading, listening, and viewing assignments can be found on Carmen under the Content tab. Most are in PDF files: please make sure the computer you will be using has appropriate software. You are not required to print the readings but we will discuss them in class and you are expected to complete the readings by the date under which they are listed. A full bibliography appears on Carmen.

I will administer pop quizzes as necessary to ensure readings are completed.

VII. Additional Information

Academic Misconduct (rule 3335-31-02) is defined as “any activity which tends to compromise the academic integrity of the institution, or subvert the educational process.”

Please refer to the Code of Student Conduct:

<http://studentaffairs.osu.edu/resource_csc.asp>,

Ten Suggestions for Preserving Academic Integrity: <<http://oaa.osu.edu/coam/ten-suggestions.html>>

For Writing Assistance, contact the Center for the Study and Teaching of Writing, (614)688-4291 or <http://cstw.osu.edu/writingCenter/default.cfm>

Disability Services: Students with disabilities that have been certified by the Office of Disability Services will be appropriately accommodated, and should inform the instructor as soon as possible of their needs. The Office of Disability Services is in 150 Pomerene Hall. Phone: (614) 292-3307 TDD: (614) 292-0901

VIII. Topical Outline

Thurs. 1/13 First day of classes, introduction to course.

Unit 1: 1910-1939

Stage

Thurs. 1/15 Tiller Girls, The Rockettes, Busby Berkeley, Ziegfeld Follies
Richard Dyer, Introduction to The Matter of Images
Rhonda Hammer and Anthony Wilden, "Women in Production: The Chorus Line"

Tues. 1/20 Tap dance
Constance Valis Hill, "Tap Dance in America: A Very Short History" pg. 1-10
Brenda Dixon Gottschild, "Cultural Exchange—or Ripoff?"

Club

Thurs. 1/22 Early Ballroom Dance
Nadine George-Graves "Just Like Being in A Zoo" (BBSS #3)
Julie Malnig, "Apaches, Tangos, and other Indecencies" (BBSS #4)

Tues. 1/27 Charleston and Early Jazz
Brenda Dixon Gottschild, "Whose Paradigm?"

Screen

Thurs. 1/29 Partner dance in film, Lindy Hop
Richard Dyer, "I Seem to Find the Happiness I Seek"
Hubbard and Monhagan, "Negotiating Compromise on a Burnished Floor" (BBSS #7)

Fri. 1/30 Discussion Post #1 due (Carmen, 5 pts)

Unit 2: 1940-1959

Club, Stage, and Screen

Tues. 2/3 Latin Dances
Deidre Sklar, "Five Premises for a Culturally Sensitive Approach to Dance"
Unit 1 Quiz Opens, due on Carmen Tue 2/3 at 11:59pm.

Thurs. 2/5 Golden Age of Musicals: Concert Dance influence
Liza Genarro, "Evolution of Dance in the Golden Age of the American Book Musical"

Tues. 2/10 (Roshashana) Golden Age of Musicals: Social Dance influence
Constance Valis Hill, "From Bharata Natyam to Bop" (BBSS #13)

Thurs. 2/12 social dance movement workshop (TBA_
Oral History Post due on Carmen Fri. 2/13 at 11:59pm.

Tues. 2/17 Discuss West Side Story in class; **checkpoint 1: dance styles and playlist**
Watch: WSS <https://drm.osu.edu/media>
Response to Oral History Post due (5 pts), on Carmen at 11:59pm
Unit 2 Quiz Opens (Carmen, 21 pts)

Unit 3: 1960-1979

Stage and Screen

Thurs. 2/19 American Bandstand, 50s and 60s fad dances

Tim Wall "Rocking Around the Clock" (BBSS #10)

Unit 2 Quiz Closes due on Carmen at 11:59pm

Reflection Post #1 due (Carmen, 5 pts)

Tues. 2/24 Late Broadway

Stacy Wolf, "Something Better than This"

Club and Screen

Thurs. 2/26 Soul Train, Disco

Listen: "Why Don't Cornelius Matters", OR "Don Cornelius Obituary"

Tim Lawrence, "Beyond the Hustle" (BBSS #11)

Club

Tues. 3/3 Funk Styles

Jorge Pabon, "Physical Graffiti"

West Side Story Film Analysis due (Carmen, in class, 30 pts)

Thurs. 3/5 B-boying; **checkpoint 2: images from the era**

Joseph Schloss, "In The Cypher": B-boy Spaces"

Unit 3 Quiz Opens (Carmen, 21 pts)

Unit 4: 1980-1999

Club

Tues. 3/10 Voguing, House

Sally Sommer, "C'mon to My House" (BBSS # 16)

Tricia Rose, excerpt from "Nobody Wants a Part-Time Mother"

Screen

Thurs. 3/12 Dance Films

Watch: Trailer for Flashdance (1983) AND Trailer for Step Up 4 (2012)

Fri 3/13 - Unit 3 Quiz Closes

Discussion Post #2 due (Carmen, 5 pts)

****spring break****

Tues. 3/24 MTV

Sally Banes, "TV-Dancing Women"

Stage

Thurs. 3/26 Dancesport, Salsa, Lindy Hop Revival

Julie Malign, "Dancing Latin/Latin Dancing" (BBSS #17)

Fri 3/20 - Observation Post due (Carmen Dropbox, in class, 30 pts)

Tues. 3/31 Current Broadway productions, Tap Revival; **checkpoint 3: what to wear?**
Jenai Cutcher, "Dancing Like a Girl"
Listen: Jukebox musicals
Watch/Listen: Slide Show "Honest Gesture"

Thurs. 4/2 Movement workshop (TBA)

Unit 4 Quiz Opens (Carmen, 21 pts)

Unit 5: 2000-present

Club, Stage, and Screen

Tues. 4/7 Krump, Turfing

Christina Zanfagna, "The Multiringed Cosmos of Krumping" (BBSS #19)

Response to Observation Post due (Carmen, 5 pts)

Thurs. 4/9 Jerking, Dougie, New Style

Guy Trebay, "Sunday Styles Preview: Hip-Hop's New Steps."

Watch: Les Twins/D*Day controversy (playlist, 3 videos)

Sun. 4/12 - Unit 4 Quiz Closes at 11:59pm

Tues. 4/14 Dance Reality Shows

Mark Broomfield, "Policing Masculinity and Dance Reality Television"

Watch: One full episode of So You Think You Can Dance, new or online

Thurs. 4/16 work in groups, group presentations

Fri. 4/17 - Unit 5 Quiz Closes at 11:59pm, (Carmen)

Reflection Post #2 due (Carmen, 5 pts)

Tues. 4/21 group presentations

Thurs. 4/23 group presentations

Final's week: portfolio due, post-test

Assignment checklist*

Discussion Post #1 (Carmen, 5 pts)
Unit 1 Quiz (Carmen, 21 pts)
Oral History Post (Carmen Discussion, 20 pts)
Response to Oral History Post due (5 pts)

Unit 2 Quiz (Carmen, 21 pts)
Reflection Post #1 (Carmen, 5 pts)

West Side Story Film Analysis (Carmen, in class, 30 pts)
Unit 3 Quiz (Carmen, 21 pts)
Discussion Post #2 due (Carmen, 5 pts)

Observation Post (Carmen Dropbox, in class, 30 pts)
Response to Observation Post (Carmen, 5 pts)
Unit 4 Quiz (Carmen, 21 pts)

Unit 5 Quiz (Carmen, 21 pts)
Reflection Post #2 (Carmen, 5 pts)

TBA. - Event Planning Presentation and Portfolio (90 pts)

**always check Carmen for updates and changes to due date as syllabus is subject to change.*