

University of Wisconsin-Stevens Point  
College of Fine Arts and Communication  
Department of Theatre & Dance

Dance 352—Dance History  
Michael Estanich, Assistant Professor  
mestanic@uwsp.edu // 715-346-2500  
Spring Semester 2017

**Dance 352—Dance History**  
**Monday and Wednesday 12:30-2:20**

Office Hours: Tuesdays 2:30-3:30, Thursdays 2:30-3:30, and Fridays 9:00-10:00. Or by appointment.

**Final Exam: Monday, May 15<sup>th</sup>, 10:15am - 12:15pm**

**Text Purchase:**

Au, Susan. *Ballet and Modern Dance*. 3<sup>rd</sup> Ed. New York: Thames & Hudson, World of Art, 2012.

**Text Rental:**

Banes, Sally. *Terpsichore in Sneakers: Post-Modern Dance*. Wesleyan: Wesleyan UP, 1987.

Reynolds, Nancy. *No Fixed Points: Dance in the 20<sup>th</sup> Century*. New Haven: Yale UP, 2003.

**Suggested Text:**

The Elements of Style, William Strunk Jr., E. B. White, and Roger Angell, Longman, 4th Edition, 1999

MLA Handbook, Joseph Gibaldi, Modern Language Association of America, 8<sup>th</sup> Edition.

**Course Description:**

This course surveys the developments of Western concert dance, ballet and modern, from the Renaissance to the present. The majority of the course investigates the aesthetic and cultural themes embedded in the history of concert dance primarily in the United States and Europe. Topics include significant artists, important traditions and innovations in the field, and the cultural, political and social issues affecting artistic work of a given time.

**Writing Statement:**

Dance 352—Dance History supports UWSP's goals surrounding writing in the curriculum. As a writing in the curriculum course there is focus on the development of discipline specific writing. You will engage with a variety of writing styles including academic research writing, opinion essay précis, and dance criticism. Importance is placed on both the knowledge of dance history gained and the process of writing, which includes drafting, revising and editing.

**Course Goals:**

- To provide students with a full and rich understanding of the developments of Western concert dance, ballet and modern, throughout history.
- To connect thematic and alternative concepts of dance throughout history.
- To provide students with the opportunity, when possible, to physically experience historical dance concepts.
- To build discipline specific writing skills.

**Student Learning Outcomes:**

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

- Recognize, Identify, and Discuss thematic concepts, and leading dance artists and their work throughout history.
- Recognize the ways in which dance is a social and cultural phenomenon.
- Use dance as a lens through which one can examine cultural, political, and social issues of a given time.
- Describe, Analyze, Interpret, and Contextualize dance performances.
- Research and carefully Analyze scholarship in dance history.
- Demonstrate the skills for excellent discipline specific writing.

These course goals relate to the following Program Learning Outcomes:

- Promote artistic experimentation.
  - Gain an understanding of the fundamental principles of composition, and theoretical studies.
  - Apply knowledge of composition, and theoretical studies.
- Cultivate contemporary inquiry that is culturally relevant and historically grounded.
  - Understand and appreciate the people and ideas that contributed to the historic and cultural perspectives of dance.

- Think, speak and write clearly and effectively about dance.
- Describe, interpret, and analyze ones own and others' artistic work.
- Respect, understand, and evaluate a variety of artistic work.
- Prepare to communicate, contribute and lead as global citizen artists.
  - Recognition of the need for and an ability to engage in life-long learning.

### **Course Requirements and Information:**

#### **Attendance**

I expect you to come to all class sessions, to be on time, and to be ready to participate in classroom discussions. It is the dance program policy to allow no more than **two (2) absences. Six (6) absences result in a failing grade.** Frequent tardiness will not be tolerated and will lower your grade. Two (2) tardies will be counted as one (1) absence. Each additional absence beyond the two (2) allowed will lower your grade a full letter grade (A to B, etc.). You are required to contact me prior to class either by email if you are going to be absent. You are responsible for keeping track of your number of absences. Make-up assignments are not allowed.

#### **Participation**

Completing all reading assignments is essential for your success in this course because it provides you the opportunity to participate in discussions and dialogue with your classmates. The readings also give you a frame to answer essay questions, build on personal research, and question ideas and concepts. I expect you to actively engage in discussions, and peer feedback sessions, concert attendance and dance experiences.

#### **Writing Assignments**

This course uses a variety of writing experiences throughout the semester. We will discuss the differences between and strategies for each of the following kinds of discipline specific writing:

- In Class Response—these short writing assignments are used to capture a snapshot of your knowledge as you respond critically in the moment to questions posed from the reading.
- Essays/Précis—(5) These are short papers that respond to specific ideas presented in readings and video viewings. They should be 2-4 pages, double-spaced and use proper grammar, spelling, punctuation, organization and style. They are personal perspective essays, but should rely on factual knowledge (cited properly) to support opinionated statements.
- Research Paper—(1) This is an academic research paper. You are expected to propose, research, draft, revise, document and complete a 10-page research paper on a topic of your choice.

#### **Quizzes and Final Exam**

There will be three (3) quizzes throughout the semester and a final exam. Quizzes will be available on D2L. The quizzes are designed to test your factual and identification knowledge of dance history while essays and writings are given to allow you to think critically and analyze concepts, issues, opinions and perspectives of dance history. Your final exam will be a series of essay questions that you will answer in class.

#### **Outside of Class Performance Viewing**

##### **Performance Attendance**

- You are required to attend the Theatre & Dance performance of Danstage 2017—April 7-9, 13-15.

All UWSP event tickets are free the day of the performance or student ticket price is \$4.50 in advance.

***A writing assignment or D2L discussion will be assigned for Danstage and discussed closer to the performance dates.***

#### **Evaluation and Grading:**

##### Participation

Consistent attendance in class provides the greatest opportunity for growth and development of knowledge. While in class, student attentiveness, motivation, positive attitude, promptness, commitment, concentration and focus, respect of instructor and peers, active participation in discussion, peer reviews, and completion of all reading, viewing and writing assignments will be considered in final grading. An active engagement in the class is essential for a successful, exciting, and enjoyable experience. Though no % value is assigned to this category, lack of participation will affect your grade.

##### Essays/Précis (40%)

Essays and reviews will be evaluated on depth of content, analysis of material and principles of writing. Specific rubrics detailing expectations will be distributed with each assignment.

### Quizzes (20%)

Quizzes will be graded on accuracy of knowledge of dance history facts, dates, events, choreographers and artistic works.

### Final Exam (15%)

The final exam will be graded on depth of examination, accuracy and analysis of historical fact, and synthesis of information.

### Research Paper (25%)

Research Papers will be evaluated on critical thinking, depth of research, accuracy of documentation, grammatical correctness, submission of proposal, draft, and peer review participation. A rubric detailing expectations will be distributed.

### Grading

Participation		A = 100-93	A- = 92-90	B+ = 89-88
Essays, Reviews, Précis	40%	B = 87-83	B- = 82-80	C+ = 79-78
Quizzes	20%	C = 77-73	C- = 72-70	D+ = 69-68
Final Exam	15%	D = 67-61	F = 60 or below	
Research Paper	25%			
Total	100%			

More than two (2) absences will lower your grade a full letter grade.

### **Additional Information**

#### **Cell Phones**

Cell phones are not permitted in the classroom. Please silence your cell phone and leave it in your carry bag.

#### **Email**

You are responsible for the information sent to your UWSP email, and to check your UWSP email daily for class updates and announcements. Relevant information will also be posted on the D2L course news feed.

#### **UWSP Community Bill of Rights and Responsibilities**

UWSP values a safe, honest, respectful, and inviting learning environment. In order to ensure that each student has the opportunity to succeed, a set of expectations have been developed for all students and instructors. This set of expectations is known as the Rights and Responsibilities document, and it is intended to help establish a positive living and learning environment at UWSP. For more information go to: <http://www.uwsp.edu/stuaffairs/Pages/rightsandresponsibilites.aspx>.

The Rights and Responsibilities document also includes the policies regarding academic misconduct, which can be found in Chapter 14. A direct link can be found here: <http://www.uwsp.edu/stuaffairs/Documents/RightsRespons/SRR-2010/rightsChap14.pdf>.

#### **Americans with Disabilities Act**

The Americans with Disabilities Act (ADA) is a federal law requiring educational institutions to provide reasonable accommodations for students with disabilities. For more information about UWSP's policies, check here: <http://www.uwsp.edu/stuaffairs/Documents/RightsRespons/ADA/rightsADAPolicyinfo.pdf>.

If you have a disability and require classroom and/or exam accommodations, please register with the Disability Services Office and then contact me at the beginning of the course. I am happy to help in any way I can. For more information, please visit the Disability Services Office, located on the 6th floor of the Learning Resource Center (the Library). You can also find more information here: <http://www4.uwsp.edu/special/disability/>

I look forward to a historical semester together!