

SAMPLE MULTICULTURAL SYLLABUS

DAN 4301 World Dance Forms Course Outline (3 Credits)

This course satisfies Texas Tech University's Multicultural graduation requirement.

INSTRUCTOR INFORMATION:

Prof. Genevieve Durham DeCesaro
CMS 107
genevieve.durham@ttu.edu/834.3409

TEXT: Studying Dance Cultures Around the World: An Introduction to Multicultural Dance Education, by Pegge Vissicaro

CATALOG COURSE DESCRIPTION: This course will serve as an exploration of dance as an art form by critically examining world dance forms.

COURSE PURPOSE: The objective of the multicultural requirement or its equivalent is to enable the student to focus on the distinctive subcultures of the United States or on the culture of another society. In doing so, this course will expand the student's knowledge of the human condition and human cultures as expressed and evidenced through the art form of concert dance and the cultural functions of vernacular dance. World Dance Forms is designed to provide students with an appreciation of dance by exploring various forms of world dance and cultures associated with those forms. Students will engage in observing dance in live and video formats, performing selected styles of dance, critically reading and writing about dance, discussing dance as an art form, and exploring dance as a cultural phenomenon. Students will engage with, from multiple learning perspectives, multiple cultural practices, values, and traditions and will be able to articulate a synthesized understanding of trends, structures, and components that are common to all.

TTU COLLEGE-LEVEL CORE COMPETENCY STATEMENT:

Students graduating from TTU should be able to demonstrate awareness and knowledge of distinctive cultures or subcultures, including but not limited to ethnicity, race, gender, class, political systems, religions, sexual orientation, languages, or human geography.

TTU MULTICULTURAL STUDENT LEARNING OUTCOMES:

1. Students will demonstrate intercultural awareness, knowledge and skills in written, verbal, and behavioral activities (e.g., service-learning, co-curricular and similar experiences).
Assessments used: 1, 2, 3
2. Students will exhibit the ability to engage constructively with individuals and groups, across diverse social contexts.
Assessments used: 1, 2, 3
3. Students will appraise privilege relationships at different levels (interpersonal, local, regional, national, and international) and explain how these relationships affect the sociocultural status of individuals and groups.
Assessments used: 1, 2, 3

COURSE SPECIFIC EXPECTED LEARNING OUTCOMES:

Upon completion of this course, students should be able to:

1. Identify, through watching live and recorded dance, different forms of aesthetic and/or vernacular dance and the historical/cultural contexts in which they emerged
Assessments used: 1, 2
2. Demonstrate a knowledge of dance works from a variety of time periods and cultures
Assessments used: 1, 2
3. Work with peers on projects analyzing dance(s) specific to a particular culture
Assessments used: 3
4. Assess the cultural significance of different dance forms and discuss the ways in which cultural traditions are illustrated and preserved through dance
Assessments used: 1, 2, 4
5. Participate in group dialogues that question the ways in which dance works present cultural values, norms, and challenges
Assessments used: 1, 3, 4
6. Discuss the relationship between dance and social status, identifying broad trends across different cultures and considering how those trends, if at all, affect the student
Assessments used: 1, 3, 4
7. Critically discuss aesthetic and/or vernacular dance as means of cultural communication
Assessments used: 1, 2

ASSESSMENT OF EXPECTED LEARNING OUTCOMES:

1. **Written Examinations:** Students' knowledge of learning outcomes will be assessed through periodic and scheduled written examinations. These examinations will utilize multiple choice, short response, and critical essay formats. Content will include questions specific to distinguishing features associated with specific styles of world dance, relationships between dance forms and their home cultures, and ways in which dance as a cultural phenomenon both reflects and informs distinct cultural perspectives.
2. **Reading Quizzes and Homework Questions:** Students will be assessed on their completion and retention of assigned readings. Quizzes and homework questions will assist in preparing students for upcoming examinations and will provide students with opportunities to answer, in essay form, questions pertaining to an understanding of relationships between dance and culture, dance and privilege, and the ways in which dance may serve to reinforce or challenge social structures.
3. **Performance Examinations:** Student will learn and perform movement phrases in several styles of world dance. They will be evaluated on their abilities to retain the movement material, perform it to the best of their abilities, and critically evaluate their performance.
4. **Group Project:** Students will work collaboratively to create a presentation that thoroughly introduces a specific world dance form to the rest of the class. This presentation will include a visual component (video or live) and a presentation. Each group member is responsible for at least one component of the presentation.
5. **Discussion and Group Dialogues:** Discussion of readings will follow selected reading assignments. Participation in discussions is essential to success in this course. Group dialogues are alternative modes of discussion in which specific reading points are

investigated in small groups with groups subsequently presenting their arguments or observations to their peers.

GRADING:

1. Written Exams: 30%
2. Performance Examinations: 20%
3. Group Project: 20%
4. Quizzes/Questions: 15%
5. Discussion and Dialogues: 15%

ADA STATEMENT (OP 34.22):

<http://www.depts.ttu.edu/opmanual/OP34.22.pdf>

Any student who, because of a disability, may require special arrangements in order to meet the course requirements should contact the instructor as soon as possible to make any necessary arrangements. Students should present appropriate verification from Student Disability Services during the instructor's office hours. Please note: instructors are not allowed to provide classroom accommodations to a student until appropriate verification from Student Disability Services has been provided. For additional information, please contact Student Disability Services in 335 West Hall or call 806.742.2405.

RELIGIOUS HOLY DAYS (OP 34.19):

<https://www.depts.ttu.edu/opmanual/OP34.19.pdf>

Texas law requires institutions of higher education to excuse a student from attending classes or other required activities, including examinations, for the observance of a religious holy day. The student shall also be excused for time necessary to travel.

An institution may not penalize the student for the absence and allows for the student to take an exam or complete an assignment from which the student is excused.

While no prior notification of the instructor is required, OP 34.19 indicates that a student who intends to observe a religious holy day should make that intention known to the instructor prior to the absence. The student should make up any missed work.

SCHEDULE/OUTLINE:

(no sample inserted; use a format of your choice)