



Minnesota State University, Mankato HOLD and CLEAR buttons only compatible with Acrobat V. 4 and 5
Curriculum Proposal

Please type or select the requested information. Print completed forms, add appropriate paper attachments, and route through MSU's curricular process for recommendations and decisions.

		(Check all that apply):		Proposal #	132
College:	Arts and Humanities	<input checked="" type="checkbox"/>	Undergraduate	Effective Date of Change:	
Department:	Theatre and Dance	<input type="checkbox"/>	Graduate	Academic Year	05-06
Program:	Dance		CIP #	(For Office Use Only)	
Type of Change:	GEN. ED./CULTURAL DIVERSITY PROPOSALS			Course Designator and Number	Number of Credits
Proposed:	New General Education Course				
Title Current:				THEA 120	3
Title Proposed:	Introduction to Dance			(if applicable)	
24-Char. Abbrev:					

Include a course or program description for the Bulletin (30-40 words maximum for courses, 100 for programs):
 A survey of dance in all its vibrant forms intended to develop student understanding and appreciation for the significant role dance plays in world cultures.

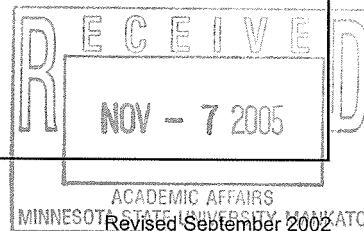
Rationale or Justification for change:

*****For General Education or Cultural Diversity Courses Only*****

General Education Course:		Cultural Diversity Course: (Please check one.) <input type="checkbox"/> Core (At least 75% devoted to topics of race, gender, sexual orientation, age, class, and disabilities as they occur in United States Society.) <input type="checkbox"/> Related (At least 25% devoted to the above topics or to a global perspective on topics related to African American, Asian, Hispanic, and Native American inhabitants of the United States.)
GE Category #	GE Category Name (Maximum of 3 Categories)	
6	Humanities and the Arts	
8	Global Perspective	
N/A		
<p>? For Writing Intensive Courses, attach a description of the kind and quantity of writing. ? For Upper Division Courses, include a description of the respects in which it is broad and general rather than narrow and specific, and so suitable as GE.</p> <p>Attach paper copies of the following: a. Syllabus or course outline. b. Course's student learning outcomes associated with each GE competency or CD designation. c. List of strategies to be used to assess students' achievement of each GE competency or CD designation.</p>		

*****For New Courses*****

(Check all that apply):		Instructional Type:	Lecture	Course will be offered:	
<input checked="" type="checkbox"/>	Course is an elective.	Grading Format:	<input checked="" type="checkbox"/> Grade <input type="checkbox"/> P/N	<input checked="" type="checkbox"/>	Fall Semester
<input type="checkbox"/>	Course is required for program			<input type="checkbox"/>	Spring Semester
<input type="checkbox"/>	Pre- or Co-requisites:			<input type="checkbox"/>	Summer Session
<input type="checkbox"/>	Other courses are being changed or eliminated. (Explain.)				
<input type="checkbox"/>	Course content or title is similar to courses in other departments. (Attach copy of letter of agreement with other program(s) contacted. Indicate the nature of the discussions and/or resolution of differences or potential conflicts.)				
Attach paper copies of the following:					
a. Syllabus or course outline.					
b. Course's student learning outcomes.					
c. A list of resources required to offer and support this course.					
d. A description of how teaching this course will affect department staffing.					
e. If 400/500 level course, an explanation of added expectations of graduate students.					





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For Program Proposals

Attach paper copies of the following:

- a. Student learning outcomes for the program.
- b. Minutes from department and college curriculum meetings in which action was taken on this proposal.
- c. Program Assessment Plan. Forms are available on the Academic Affairs Web site:
http://www.mnsu.edu/acadaf/words/PRA_SampSLOAssessPlan.doc
- d. List of program requirements for **New** programs, or a list of **Current** and **Proposed** program requirements for **Redesigned** programs.
- e. A list of resources required to offer and support this program.
- f. A description of how offering this program will affect department staffing.
- g. A list of additional library holdings required for this program.

Please include rationale for any proposed changes in number of program credits:

For Programs Requiring MnSCU Approval

If any of the following changes are proposed, please fill out and attach MnSCU Program Approval Forms, which are available on the Academic Affairs Web site:

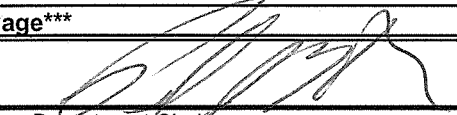
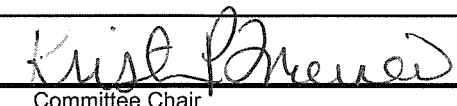
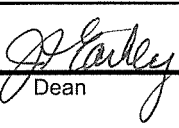
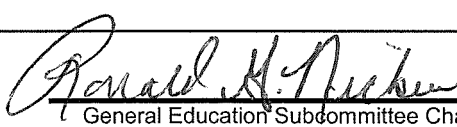
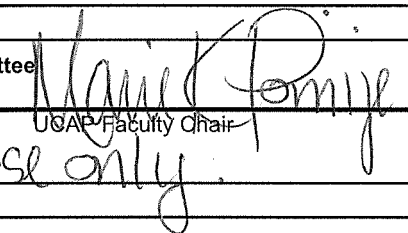
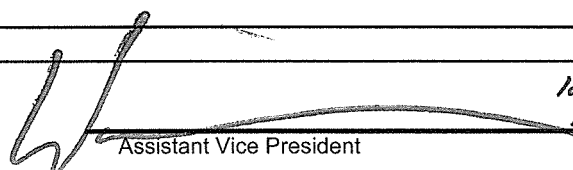
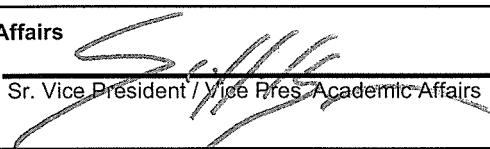
<http://www.mnsu.edu/acadaf/html/currformsprocesses.htm>

1. **Creation** of an entirely new program.
2. **Redesign** of existing programs, which takes any of the following forms:
 - ? Addition or deletion of a program option. Options are part of program design in which 30-50% of the courses are required as part of a common core for all students, and which offers curriculum alternatives greater than 30% of the total number of credits in the major. Options are appropriate to baccalaureate or masters programs.
 - ? Addition or deletion of a program emphasis. Emphases are part of program design in which more than 50% of the courses are required as part of a common core for all students, and which offers curriculum alternatives with a minimum of nine credits. Emphases are appropriate to associate and baccalaureate programs.
 - ? Change in program name.
 - ? Change in program CIP #.
 - ? Change in TOTAL program credits.
 - ? Change in degree award. For example, changing a B.A. to B.S.
 - ? Creation of a new degree award in a related academic area. Examples include creation of a certificate program from an existing degree program, or a new degree program from an existing degree program (e.g., Art History BA from Art BA.)
3. **Relocation** of an existing program. This is a proposal to move an existing program from one site to be exclusively offered at another site, and requires closing the program offered at the original site. For example, a program offered both on-campus and through extended campus is to be offered only at the extended campus site.
4. **Replication** of an existing program. This is a proposal to offer an existing program at a new site, which may be an existing MnSCU-approved site, or another campus of the same institution. Replicated programs are offered at both the original site and the new location.
5. **Suspension or reinstatement** of a program. This proposal suspends admission of students into an existing program, and is good for three years. Reinstatement proposals request the reopening of student admissions into a given program.
6. **Closure** of a program. This proposal requests closure of an existing program and its removal from an institution's official inventory of academic programs. Unless a department seeks to re-open a suspended program, it should be closed within three years of suspension.



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Curriculum Proposal

Signature Page

Department			
<input checked="" type="checkbox"/> Recommended	(Category/ies <u>6+8</u>)		<u>10/27/05</u>
<input type="checkbox"/> Not Recommended	(Category/ies _____)	Department Chair	Date
Comments:			
College Curriculum Committee			
<input checked="" type="checkbox"/> Recommended	(Category/ies <u>6+8</u>)		<u>11/7/05</u>
<input type="checkbox"/> Not Recommended	(Category/ies _____)	Committee Chair	Date
Comments:			
College Dean			
<input checked="" type="checkbox"/> Recommended	(Category/ies <u>6+8</u>)		<u>11-07-05</u>
<input type="checkbox"/> Not Recommended	(Category/ies _____)	Dean	Date
Comments:			
General Education Subcommittee			
<input checked="" type="checkbox"/> Recommended	(Category/ies <u>6+8</u>)		<u>4-21-06</u>
<input type="checkbox"/> Not Recommended	(Category/ies _____)	General Education Subcommittee Chair	Date
Comments:			
Undergraduate Curriculum and Academic Policy Committee			
<input checked="" type="checkbox"/> Recommended	(Category/ies _____)		<u>12/10/05</u>
<input type="checkbox"/> Not Recommended	(Category/ies _____)	UCAP Faculty Chair	Date
Comments: <u>would as new course only.</u>			
Faculty Association Graduate Committee			
<input checked="" type="checkbox"/> Recommended			
<input type="checkbox"/> Not Recommended		Faculty Association Graduate Chair	Date
Comments:			
Graduate Dean			
<input type="checkbox"/> Recommended			
<input type="checkbox"/> Not Recommended		Graduate Dean	Date
Comments:			
Academic Affairs Council			
<input checked="" type="checkbox"/> Recommended	(Category/ies _____)		<u>12/21/05</u>
<input type="checkbox"/> Not Recommended	(Category/ies _____)	Assistant Vice President	Date
Comments:			
Senior Vice President and Vice President for Academic Affairs			
<input checked="" type="checkbox"/> Approved	(Category/ies _____)		<u>12/21/05</u>
<input type="checkbox"/> Not Approved	(Category/ies _____)	Sr. Vice President / Vice Pres Academic Affairs	Date
Comments:			

**Minnesota State University, Mankato
Department of Theatre and Dance**

New Course Proposal: Introduction to Dance (3 credits)

A. Course Outline

This course is intended to develop awareness of and appreciation for dance as an infinitely diverse and historically rich art form.

Course Objectives

1. To gain fundamental knowledge of current dance forms of the world.
2. To experience various dance forms as a viewer as well as a participant.
3. To gain understanding of the fundamental differences between dance as a ritual practice reflecting the values of specific cultures and dance as an avenue for individual expression.

Evaluation

Students will be evaluated based on regular attendance, class work, applied content knowledge as demonstrated by quizzes, tests, papers, class participation and discussion.

Required Reading

Jonas, Gerald. (1992). Dancing: The Pleasure, Power, and Art of Movement. New York: Harry N. Abrams, Inc., Publishers.

B. Course's Student Learning Outcomes

1. General Education

A. Humanities and the Arts-

- a. Students will be able to demonstrate awareness of the scope and variety of dance forms performed in ritual/social practices or on the concert stage.
- b. Students will be able to understand various dance forms as expressions of individual and human values within an historical and social context.
- c. Students will be able to respond critically to works in dance.
- d. Students will be able to engage in the choreographic process or interpretive dance performance.
- e. Students will be able to articulate an informed personal reaction to various works in dance.

B. Global Perspective-

- a. Students will be able to describe, analyze, and evaluate political, economic, humanistic, artistic, social and cultural elements which influence relations of nations and peoples in their historical and contemporary dimensions by studying the dances of diverse people groups.

- b. Students will be able to demonstrate knowledge of cultural, social, religious and linguistic differences through exposure to various ethnic dance forms.
- c. Students will be able to analyze specific international problems illustrating cultural, economic, artistic, humanistic, social, and political differences which affect their solutions by studying dance as a reflection of culture.
- d. Students will be able to understand the role world citizens share for the common global future by gaining perspectives on the international human expression of dance.

C. Strategies to Achieve Student Learning Outcomes

A. Humanities and the Arts-

- a. Students will be exposed to a combination of video samples, photographs and lecture demonstrations by guest speakers which reflect the scope and variety of dance forms performed in ritual/social practices or on the concert stage.
- b. Students will be assigned readings from the Jonas text reflecting various dance forms as expressions of individual and human values within an historical and social context.
- c. Students will be assigned papers wherein they will be expected to respond critically to works in dance.
- d. Students will participate in discussions and lecture demonstrations with working choreographers where they will be able to engage in the choreographic process or interpretive dance performance.
- e. Students will be involved in classroom discussions and given tests, quizzes and writing assignments which will challenge them to articulate an informed personal reaction to various works in dance.

B. Global Perspective-

- a. Students will study the dances of diverse people groups through readings, observations, and physical participation. Students will then be expected to participate in class discussions and fulfill writing assignments where they will describe, analyze, and evaluate political, economic, humanistic, artistic, social and cultural elements which influence relations of nations and peoples in their historical and contemporary dimensions.
- b. Students will be expected to demonstrate knowledge of cultural, social, religious and linguistic differences through class discussion, quizzes, tests, and writing assignments based on assigned readings, lectures, videos and performances reflecting various ethnic dance forms.

- c. Students will be expected to analyze specific international problems illustrating cultural, economic, artistic, humanistic, social, and political differences which affect their solutions through classroom discussions and written assignments based on readings, performances and lecture demonstrations presenting dance as a reflection of culture.
- d. Students will gain perspectives on the international human expression of dance through exposure to the Jonas text and various articles on the subject of dance in culture, video samples and live presentations and then be required to write papers and participate in classroom discussions which demonstrate their understanding of the role world citizens share for the common global future by gaining perspectives on the international human expression of dance.

INTRODUCTION TO DANCE COURSE OUTLINE

Instructor: Brad Garner

Office and Phone: PA 208, 389-2043

Office Hours: TBA

Email: Brad.Garner@mnsu.edu

COURSE DESCRIPTION

This course will explore dance in its many forms from the formal concert stage to ritual practices. We will discuss current perceptions of dance and consider new perspectives through observations of live and recorded performances, studying the writings of dance critics and philosophers, and placing it within the larger socio-political context of time and place. Issues of race, class, gender, religion and sexuality will be integrated into the course.

COURSE OBJECTIVES

- 1 Students will be able to demonstrate awareness of the scope and variety of dance forms performed in ritual/social practices or on the concert stage. (Category 8 Requirements *a*, *c* and *d*)
- 2 Students will be able to demonstrate understanding of various dance forms as expressions of individual and human values within an historical and social context. (Category 8 Requirements *a* and *c*)
- 3 Students will be able to respond critically to works in dance. (Category 8 Requirements *a* and *b*)
- 4 Students will be able to engage in choreographic process or interpretive dance performance. (Category 8 Requirements *b* and *c*)
- 5 Students will be able to articulate an informed personal reaction to various works in dance. (Category 8 Requirements *a*, *b*, *c* and *d*)

REQUIREMENTS

- 1 Attend all classes. Absences will adversely affect your grade.
- 2 Read all assigned materials and demonstrate comprehension through written essays, quizzes, and classroom discussions.
- 3 Participate in all course activities e.g. movement sessions, active learning exercises and class debates.
- 4 Complete all essays and quizzes relating to lectures, discussions and required readings.
- 5 Attend MSU Student Dance Concert and prepare a three page reaction paper.
- 6 Complete a 5-7 page written project placing a given dance form within its appropriate cultural context...specifically discussing how chosen form; reinforces, reflects and/or rejects the cultural values from which it emerges.
- 7 Complete a final exam reflecting all topics presented in class during the semester including all readings, performances, discussions, debates, and movement sessions.

GENERAL EDUCATION REQUIREMENTS MET IN CATEGORY 8: Global Perspective

- a. describe, analyze, and evaluate political, economic, humanistic, artistic, social and cultural elements which influence relationships of nations and peoples in their historical and contemporary dimensions.
- b. demonstrate knowledge of cultural, social, religious, and linguistic differences.
- c. analyze specific international problems illustrating cultural, economic, artistic, humanistic, social, and political differences which affect their solutions.
- d. understand the role of a world citizen and the responsibility world citizens share for their common global future.

REQUIRED MATERIALS

- 1 Copeland, Roger and Cohen, Marshall. What is Dance?. Oxford, UK: Oxford University Press, 1983.
- 2 Jonas, Gerald. Dancing: The Pleasure, Power and Art of Movement. New York, NY: Harry N. Abrams, Inc., Publishers, 1992.

GRADING

30%	Attendance and Participation
	a. Daily Classes, Discussions, and Studio Sessions
	b. MSU Student Dance Concert attendance.
30%	Essays and Quizzes
25%	Final Written Project
15%	Final Exam

ATTENDANCE POLICY

3 absences are allowed before grade is negatively affected. Any more than 6 absences will result in automatic failure for this course.

COURSE TIMELINE

Unit 1: Dance in a Larger Social Context. (Category 8 Requirement a)

Week 1: Political and Economic influences on dance training and performance.

Reading: "Hierarchy and Egalitarianism" C. Novack

Film: "Children of Theatre Street." State supported dance in Russia.

Week 2: Humanistic and Artistic influences on dance training and performance.

Reading: "Letters on Dances and Ballets." J-G Noverre.

Film: "Dance of the Century: The Judson Church Era of the 1960's"

Week 3: Social and Cultural influences on dance training and performance.

Reading: "Everyday Bodies." D. Jowitt

Movement Experience: Contact Improvisation.

Week 4: Historical and Contemporary relationships between dance and society.

Reading: "The Created Self." D. Jowitt Feminism in the 30's.

Debate 1: "Dance is a respectable career in the United States for men and women of all ethnicities, religions, sexual preferences and ages.

Unit 2: Dance and Human Diversity. (Category 8 Requirement *b*)

Week 5: Dance and Religions of the East.

Reading: "Classical Dance Theatre; Dances of Asia, India and Persia." G. Jonas

Reading: "The Whirling Dervishes: An Emptiness Filled with Everything." R. Wetzsteon

Film: "Bharata Natya and Kathakali; Temple Dances of India."

Week 6: Dance and Religions of the West.

Reading: "Social Dance to Court Dance to Classical Ballet." G. Jonas

Movement Experience: Austrian Waltz and Classical Ballet Technique.

Week 7: Dance and Linguistic Theory.

"The Performance of Language; Linguistic Approaches." M. Carlson

Discussion: Physical Movement as Symbolic Communication.

Week 8: Dance and Liminal Theory.

"Ritual, Anti-Structure, and Religion: A Discussion of Victor Turner's Processual Symbolic Analysis." M. Deflem

Debate 2: "Dance has the potential to elevate social consciousness and thus bring about Turner's theory of "communitas."

Unit 3: Dance as a Reflection of/Reaction to Society. (Category 8 Requirement *c*)

Week 9: Dance as a Reflection of Society.

Reading: "The Performance of Culture: Anthropological and Ethnographic Approaches." M. Carlson

Film: "Cloud Gate" Chinese Dance Theatre.

Film: "Rize" Crumping, Clowning and the new hip-hop wave in east L.A.

Week 10: Dance as a catalyst for Social Change.

Reading: "Using the Dance Form as a Model for Action." C. Novack

Film: "The Green Table." K. Joos, dances banned for political reasons.

Discussion: Censoring Dance.

Week 11: The Politics of the Human Body.

Reading: "The Body, Movement, Dance and Society." C. Novack

Film: "Icebergs" V. VanDekabus, nudity in live performance.

Week 12: The Politics of Human Relationships.

Speaker: P. Finocchiaro, same sex love, relationships and marriage.

Films: "29 Effeminate Gestures" J. Goode and "Falling Sideways" E. Strebb
gay and lesbian voices in contemporary dance.

Debate 3: "It is obvious by looking at a dance if it was created by a person of a specific ethnicity, religion, class, age or sexual preference."

Unit 4: The Role of Dance in the Global Future. (Category 8 Requirement *d*)

Week 13: The Role of the Dance Artist.

Reading: "Performance and Identity." M. Carlson

Movement Experience: Fundamentals of Choreography, a moving self-portrait.

Week 14: The Role of the Patron.

Speaker: Representative from the Jerome Foundation, funding dance work.

Discussion: Private funding vs Government funding for dance...a world view.

Week 15: The Role of the Critic.

Reading: "Idealists, Materialists, and the Thirty-two Fouettés." J. Anderson

Speaker: Camille LeFevre, dance critic for Mpls Star-Tribune.

Week 16: The Role of the Audience.

Reading: "Performances, Audiences and New Dancers." C. Novack

Debate 4: "Dance serves no purpose in world culture without its audience."

BIBLIOGRAPHY

- 1 Copeland, Roger and Cohen, Marshall. What is Dance?. Oxford, UK: Oxford University Press, 1983.
- 2 Novack, Cynthia. Sharing the Dance: Contact Improvisation and American Culture. Madison, WI: The University of Wisconsin Press, 1990.
- 3 Jonas, Gerald. Dancing: The Pleasure, Power and Art of Movement. New York, NY: Harry N. Abrams, Inc., Publishers, 1992.
- 4 Carlson, Marvin. Performance: a Critical Introduction. London, UK: Routledge, 1996.
- 5 Jowitt, Deborah. Time and the Dancing Image. Los Angeles, CA: University of California Press, 1988.
- 6 Deflem, Mathieu. "Ritual, Anti-Structure, and Religion; A Discussion of Victor Turner's Processual Symbolic Analysis." The Scientific Study of Religion 30 (1991): 1-25.

General Education Committee
Minutes
April 12, 2006

Present: Ron Nickerson, Jim Rife, Gretta Handke, Dick Liebendorfer, Kellian Clink

1. ~~The Introduction to Dance was approved for Categories 6 & 8, by a 4 to 1 vote.~~
2. Ron Nickerson was unanimously approved as the Chair for 2006-2007.
3. We agreed to make 2006-2007 a year to widely share the results of the Gen Ed. Assessments and alert faculty as to the role and desired outcomes for courses accepted as Gen Ed offerings and to have all Category 7 and 8 courses resubmit proposals. We discussed speakers <http://bokcenter.harvard.edu/faculty.html> http://ksgfaculty.harvard.edu/derek_bok , having CETL help us, anything to get big conversations going about general education.
4. No meeting next week. Meet & confer the 26th.

Respectfully submitted,

Kellian D. Clink

"Without friends, no one would choose to live." Aristotle