

# DANC1010: DANCE IN CULTURE

Pre-Spring Intensive 2021

(3 CREDITS)

## UNIVERSITY OF UTAH

Department of Continuing Education,  
in collaboration with the School of Dance

**Instructor: Jasmine Stack**

Preferred Pronouns: she/her/hers

Email: please use Canvas Inbox

Office Hours: By Appointment Only

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This 5-day intensive course meets online (Canvas)  
from 8am - 5pm, January 11 - 15.

The daily schedule will include a variety of learning  
formats including:

- Live Zoom conferencing together as a class
- Pre-recorded lecture videos
- Daily online dance classes with guest instructors
- Short in-class quizzes and assignments

\* Students will also have 1 hour for lunch each day,  
in addition to short breaks throughout the day

\* In addition to time spent in the online classroom  
students will also need to complete assigned readings  
and/or video viewings outside of class. Some readings  
and/or assignments will be due prior to the first day  
of class (see below in Assignments).



## COURSE DESCRIPTION:

DANC 1010 explores dance as a way of knowing and understanding culture. We will focus on universal functions of human movement and the diverse ways in which those functions are expressed in cultural dance traditions around the world. Utilizing five epistemological lenses (historical, religious, social, aesthetic, and kinesthetic) dance will be examined as an identifier and descriptor of cultural phenomena including nationalism, exoticism, discrimination, and societal privilege, amongst others. Viewing dance in this way is based upon the assumption that the aesthetics of movement reveal underlying values existing within a culture.

This course contributes to an understanding of dance/movement as a means for recognizing and appreciating difference. As contemporary students living in the United States, each of us is in some way inextricably tied to the value systems and traditions of this country. In designing an open forum in which to analyze and discuss those ties, this course will provide insight into both personal and cultural identity, as well as work to cultivate an understanding of and appreciation for the diverse forms of cultural expression both in the United States and throughout the world.



**This course holds a designation in both Fine Arts and Diversity. Woohoo!**

**FINE ARTS DESIGNATION:** Courses in the fine arts introduce students to ways of experiencing and understanding a variety of artistic concepts, structures, and forms. Such courses explore the world through varying aesthetic viewpoints and seek to foster critical and creative interpretations of artistic expression.

**DIVERSITY DESIGNATION:** The Diversity requirement stands as an institutional commitment to develop and teach ways of thinking which draw from the multiple histories and cultural heritages that shape the United States. Courses which fulfill this requirement are designed to explore the national society—its norms, laws, public policies and discourse—in the context of the rich and varied cultural diversity which has shaped it. The goal of this requirement is to extend cross-cultural understanding, perhaps replacing the impulse to stereotype with better informed reasoning, understanding, and judgment skills. This, in turn, will open possibilities for meaningful communication across social boundaries and allow students to better consider ethical and social decisions from multiple perspectives. This requirement also signals to students that their distinctive traditions, opinions, and insights belong at the university.

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## **COURSE OBJECTIVES:**

Through this course students will have gained:

- A greater appreciation of dance as an intellectual and physical art form
- A deeper understanding of the important role of dance within cultural contexts
- The language and skills to dialogue and write about dance as a cultural art form.
- The experience of learning from notable guest artists who specialize in specific cultural dance forms.
- The ability to observe and analyze a variety of cultural dance forms using diverse viewpoints and empathetic perspectives.
- The ability to synthesize course materials with one's own viewpoints.

## LEARNING METHODS:

As a part of this course, you will learn by:

- **Embodying:** Participate in various cultural dance forms taught by incoming guest artists (\*previous dance training not required - students graded on participation, not perfection)
- **Noticing Deeply:** Engage in critical reflections of readings and videos that aim to sharpen your own understanding of the material.
- **Taking Action:** Participate in creative and collaborative learning with your peers on shared discussion boards, in order to consider different perspectives and reach new understandings.



● **Exhibiting Empathy:** Participate in observing and listening seriously to the insights of others, especially those with different backgrounds and life experiences.

● **Reflecting and Assessing:** Participate in writing exercises and assignments that allow for reflection on and assessment of concepts and experiences from the course material.

● **Questioning Purposefully:** Participate in student or instructor posed questions to foster critical and creative thinking that sharpens thinking skills.

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## Required Reading Material:

There is no textbook for this class! All required readings are currently posted in Canvas (in the Files tab). Students will be expected to read nightly to prepare for the next day's lecture and quiz. If this sounds like it will be difficult, I encourage you to start working your way through the readings before we meet in class. Be sure to familiarize yourself with the Canvas site, as it will regularly be used as a resource and tool for learning in this course.

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## COURSE REQUIREMENTS AND ASSIGNMENTS:

### Attendance:

Please be disciplined about attending the full length of class. Arriving late or leaving early will result in being marked absent for that day. Missing class is not permitted; you **MUST** attend the full length of all 5 days of the course in order to receive credit. This is a mandatory requirement outlined by the department of Continuing Education for intensive-style courses.

## **Intellectual Participation & Active Engagement in Class:**

Class discussions, lectures, and activities will include various contexts and functions of dance, and will bring into focus complex issues related to diverse personal and social identities. This course is reliant upon an atmosphere of trust wherein cultural differences, and differences of opinion, may reside with mutual respect.

Intellectual participation and active engagement means interaction, positive contribution, and professionalism in the classroom. You will be expected to take responsibility of your own learning - to explore, investigate, analyze, share, and inquire during each class period.

**10 points**



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**Assignments for this course are divided into 3 separate categories:**

### **Pre-Course Work, Course Work, and Post-Course Work**

Pre-Course Work must be completed before the first day of class (instructions and materials for Pre-Course Work can be found on Canvas). Course Work will be due during the week of class. Post-Course Work must be completed by students after the week of class has ended, but before the end of the term.

## **PRE-COURSE WORK:**

**(aka. assignments you need to complete before we meet from Jan. 11th - 15th)**

### **Assigned Readings:**

1. "Family Resemblance" by Sondra Horton Fraleigh
2. "An Anthropologist Looks at Ballet as a Form of Ethnic Dance" by Joann Kealiinohomoku
3. "Body Ritual Among the Nacirema" by Horace Miner

\* Students will be quizzed on the main topics from these readings during the first meeting of this course, on January 11th (see "Daily Reading Quiz" below)

### **"What is my Culture?" Written Assignment:**

Write a paper addressing the following prompts and questions:

- Describe your understanding of the word "culture"
- What do you know about your own cultural background?
- Describe at least 2 ways in which you think your cultural background affects your life
- What do you hope to learn from this course?

Length: 2 pages, double-spaced, 1 inch margins, and Times New Roman 12 pt. font.

**10 points**

**Due: January 8th - submit on Canvas**



## **COURSE WORK:**

(aka. assignments you will work through in-class when we meet from Jan. 11th - 15th)

### **Daily Reading Quiz:**

Daily Reading Quizzes will occur at the beginning of each class, and consist of 3 questions asking about the main concepts of the assigned readings from the day before. Questions will be short essay style, answers should be 4-5 sentences in length. The reading list and schedule are now posted to Canvas.

**15 points each**

### **Daily Lecture Video Quiz:**

Daily Lecture Video Quizzes will test students' understanding of the vocabulary terms covered in the daily pre-recorded Lecture Videos. The quiz will consist of 10 multiple choice questions.

**10 points each**



### **Daily Reflection Paper:**

Daily written reflections will occur at the end of each class. Students will write a 1 page reflection of the concepts discussed in class - this provides the opportunity to review, absorb, and synthesize the information taught each day with the student's own thoughts, ideas, and lived experience.

**5 points each**

**Due: by 5:30pm each day**

## **POST-COURSE WORK:**

(aka. assignments you need to complete after we meet from Jan. 11th - 15th)

### **Dance of Choice Research Paper:**

For this assignment, students will engage in the study of a chosen dance form, as well as the culture that dance comes from. You will need to analyze how the dance you've chosen reflects the traditions, beliefs, and history of this culture, using each of the 5 Epistemological Lenses we cover in class. Your research for this assignment is meant to go beyond mere observation and description, and should reflect in-depth investigations into the unique perspectives and rich traditions of the culture you study. The culture chosen may not be one that is already featured in this class (Flamenco, Kecak, Capoeira, Baroque Ballet, and Congolese dance).

Length: 8-10 pages, double-spaced, 1 inch margins, and Times New Roman 12 pt. font.

**30 points**

**Due: February 28th - submit on Canvas**

## Final Exam:

The Final Exam will test students on the concepts covered during the lectures and discussed in the assigned readings, as well as the information taught by guest artists in the course. The exam will be posted to Canvas, and includes multiple choice, fill in the blank, true or false, and essay questions.

**50 points**

**Due: February 28th - submit on Canvas**

## POINTS BY ASSIGNMENT:

Assignment	Points
Intellectual Participation & Active Engagement	10
“What is my Culture” Written Assignment	10
Daily Reading Quizzes	75 (15 points per submission)
Daily Lecture Video Quizzes	50 (10 points per submission)
Daily Summaries	25 (5 points per submission)
Dance of Choice Research Project	30
Final Exam	50
<b>TOTAL POINTS</b>	<b>250</b>

## GRADING SCALE:



A	=	94 - 100 %
A-	=	90 - 93 %
B+	=	87 - 89 %
B	=	83 - 86 %
B-	=	80 - 82 %
C+	=	77 - 79 %
C	=	73 - 76 %
C-	=	70 - 72 %
D+	=	67 - 69 %
D	=	63 - 66 %
D-	=	60 - 62 %
F	=	0 - 59 %

**(90 – 100%) = Excellent;** all expectations met or exceeded; explicitly demonstrates thorough understanding; no substantive shortcomings or only minor shortcomings; writing is well organized; adheres to rules of grammar, spelling, and syntax with no or very few exceptions

**(80 – 89%) = Good;** most or all expectations are met; explicitly or implicitly demonstrates good, if not thorough, understanding; only minor substantive shortcomings; writing is generally well organized; mostly adheres to rules of grammar, spelling, and syntax

**(70 – 79%) = Satisfactory;** directions are followed, most expectations are met but with at least one significant shortcoming; despite any shortcomings, demonstrates basic level of understanding; writing is organized well enough and with enough technical accuracy to be understandable

**(60 – 69%) = Passing,** but less than satisfactory; directions only partially followed; more than one significant shortcoming; deficiencies indicate only the most rudimentary level of understanding; and/or writing is difficult or impossible to understand

**(0 – 59%) = Failing;** not completed or directions not followed; deficiencies indicate lack of understanding; and/or incoherent writing



## **GENERAL POLICIES:**

**Canvas:** Canvas is the University of Utah's course management system. You are responsible for your own awareness of all course content disseminated on Canvas throughout the semester, including assignment due dates, with or without reminders from the instructor. In order to ensure that you receive all important course information in a timely manner, please take time to set up your campus email (UMail) properly.

**Student Responsibilities and Academic Integrity:** All students are expected to maintain professional behavior in the classroom setting and in all course-related interactions with faculty and fellow-students. The Student Code specifies proscribed conduct (Article XI) that involves cheating on tests, plagiarism, and/or collusion, as well as fraud, theft, etc. Students should read the code carefully and know they are responsible for the content.

**Plagiarism Policy:** In this course, plagiarism is defined as "... representing, intentionally or unintentionally, the words or ideas of another as one's own work without correctly acknowledging the source, in any educational setting." (*Adapted from UMass Lowell's definition*)

*of plagiarism*). This includes material from published sources, internet sources, and even other students' work. While you are encouraged to study with your classmates and discuss information and concepts covered in class together, this should never result in either party copying work done by another and presenting it as their own. **Any form of plagiarism, regardless of intent, will not be tolerated in this course. Any submitted assignment that demonstrates plagiarized content will receive an immediate grade of zero points and the student will be notified of the incident via UMail.** In the first incidence of plagiarism students will be given the opportunity to correct and resubmit their work, however any future assignments received that demonstrate plagiarized content will be given zero points without the option of resubmission. It is the responsibility of the student to learn and use the correct methods of avoiding plagiarism in each class. If you are unsure of what constitutes plagiarism, please use this website as a guide: <https://campusguides.lib.utah.edu/c.php?g=237735&p=1585525>. Feel free to contact me if you are unsure of when and/or how to cite a source.



I may elect to use a plagiarism detection service in this course, in which case you will be required to submit your paper to such a service as part of your assignment.

**ADA Statement:** The University of Utah seeks to provide equal access to its programs, services, and activities for people with disabilities. If you will need accommodations in this class, reasonable prior notice needs to be given to the Center for Disability Services, 162 Olpin Union Building, (801) 581-5020. CDS will work with you and the instructor to make arrangements for accommodations. All written information in this course can be made available in an alternative format with prior notification to the Center for Disability Services.

**Accommodations Policy:** Some of the readings, lectures, films, or presentations in this course may include material that may conflict with the core beliefs of some students. Please review the syllabus carefully to see if the course is one that you are committed to taking. If you have a concern, please discuss it with the instructor at your earliest convenience. For more information, please consult the University of Utah's Accommodations Policy, which appears at: [www.admin.utah.edu/facdev/accommodations-policy.pdf](http://www.admin.utah.edu/facdev/accommodations-policy.pdf).

**Wellness Statement:** Personal concerns such as stress, anxiety, relationship difficulties, depression, cross-cultural differences, etc. can interfere with a student's ability to succeed and thrive at the University of Utah. For helpful resources contact the Center for Student Wellness- [www.wellness.utah.edu](http://www.wellness.utah.edu); 801-581-7776

**Non-Contract Note:** This syllabus is meant to serve as an outline and guide for the course. Please note that the instructor may modify the syllabus at any time with reasonable notice given to students. The instructor may also modify the schedule at any time to accommodate the needs



of the class. Should you have any questions or concerns about the syllabus, it is your responsibility to contact the instructor for clarification.

**Safety Statement:** The University of Utah values the safety of all campus community members. To report suspicious activity, call campus police at (801) 585-COPS (801-585-2677). You will receive important emergency alerts and safety messages regarding campus safety via text message. For more information regarding safety and to view available training resources, including helpful videos, visit [safeu.utah.edu](https://safeu.utah.edu).

**Addressing Sexual Misconduct:** Title IX makes it clear that violence and harassment based on sex and gender (which includes sexual orientation and gender identity/expression) is a civil rights offense subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories such as race, national origin, color, religion, age, status as a person with a disability, veteran's status or genetic information. If you or someone you know has been harassed or assaulted, you are encouraged to report it to the Title IX Coordinator in the Office of Equal Opportunity and Affirmative Action, 135 Park Building, 801-581-8365, or the Office of the Dean of Students, 270 Union Building, 801-581-7066. For support and confidential consultation, contact the Center for Student Wellness, 426 SSB, 801-581-7776. To report to the police, contact the Department of Public Safety, 801-585-2677(COPS).

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\* **Visit the following website for information on deadlines to drop (delete), add, elect CR/NC, audit, withdraw, or reverse CR/NC:**  
<https://registrar.utah.edu/academic-calendars/spring2021.php>



## Important updates and guidelines for safety!

The following information is not immediately relevant to our class, but included in this syllabus nevertheless as a reference guide for anyone who may be spending time on campus this year:

**COVID-19 Campus Guidelines:** Students are required to self-report if they test positive for COVID-19. To report, please contact:

**COVID-19 Central @ The U**  
801-213-2874  
[coronavirus.utah.edu](https://coronavirus.utah.edu)

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To reduce the spread of COVID-19 on campus, **face coverings are required in all in-person classes for both students and faculty.**



Based on CDC guidelines, the University requires everyone to wear face coverings in shared public spaces on campus. **If you repeatedly fail to wear a face covering in class, you may be referred to the Dean of Students for a possible violation of the Student Code.**

**Some courses may require attendance due to hands-on coursework.** Please read the syllabus and attendance requirements for the course thoroughly.

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**Some students may qualify for accommodations & exemptions from these guidelines through the Americans with Disabilities Act (ADA).** Accommodations should be obtained prior to the first day of class.

If you believe you meet these criteria, contact:

**Center for Disability & Access**

801-581-5020  
[disability.utah.edu](https://disability.utah.edu)

162 Union Building  
200 S. Central Campus Dr.  
Salt Lake City, UT 84112

# DAILY SCHEDULE

**Although it's likely our schedule will vary slightly each day, feel free to reference the outline below to get a general idea of how we will structure our days during the intensive:**

8 - 9 am	Arrive to Zoom classroom, review readings, and take Daily Reading Quiz
9 - 9:45am	Debrief quiz and discuss the readings as a group
9:45 - 10am	15 min. break
10 - 11:30am	Guest artist joins us on Zoom to teach a dance class
11:30 - 12:30pm	Break for lunch
12:30 - 3:30pm	Students independently watch the daily prerecorded Lecture Video (found in Modules tab on Canvas)
3:30 - 4:30pm	Rejoin Zoom classroom to take Daily Lecture Video Quiz and discuss concepts from the lecture
4:30 - 5pm	Class ends and students can log off Zoom to write and submit their Daily Reflection Paper