



**MERCER**  
COUNTY COMMUNITY COLLEGE

# COURSE OUTLINE

Course Number	Course Title	Credits
DAN 101	Introduction to Dance	3
Hours: Lecture/Lab/Other	Co- or Pre-requisite	Implementation Semester & Year
3/0/0	None	Fall 2022

**Catalog description:**

Beginning study of dance as an art form, examines how dance is more than just movements, athleticism, and entertainment. This course investigates the impact of gender, politics, religion, and culture on how dance is perceived. In this survey course, you will develop a fuller appreciation of how dance has been used over the course of human history in western and non-western culture to communicate human needs and to express what words cannot communicate. *3 lecture hours*

**General Education Category:**

Goal 6: Humanities  
Goal 8: Diversity and Global Perspective

**Course coordinator:**

Jody P Gazenbeek-Person, x3524, gazenbej@mccc.edu

**Required texts & Other materials:**

*Moving History/Dancing Cultures: A Dance History Reader*

by Ann Dils (Editor), Ann Cooper Albright (Editor)

ISBN-10 : 0819564133

ISBN-13 : 978-0819564139

**Course Student Learning Outcomes (SLO):**

***Upon successful completion of this course, the student will be able to:***

1. identify functions of dance in society in relationship to class, gender, politics, religion, education, and socialization. [ILG: 5, 6,7, 8, & 9 // PLO: 1 & 3]
2. analyze dance as culturally patterned movement specific to time (history) and place (geography) [ILG: 1, 5, 6,7, 8, & 9 // PLO: 1 & 4 ]
3. identify and analyze characteristics of dance as applied to dance aesthetics. [ILG: 6 // PLO: 1, 2 & 4]
4. describe basic movement skills with accuracy, consistency, and confidence. [ILG: 1 // PLO: 1 & 4]
5. identify how the body is an effective instrument of expression and is utilized to communicate with others. [ILG: 1,9,10, & 11 // PLO: 1 & 4 ]
6. analyze and interpret contributions of dance to total wellness. [ILG: 1 // PLO: 1 ]
7. describe and evaluate dance from a personal, social, critical, political, and religious perspectives. [ILG: 5, 6,7, 8, & 9 // PLO: 1 & 3]

### **Course-specific Institutional Learning Goals (ILG):**

**Institutional Learning Goal 1. Written and Oral Communication in English.** Students will communicate effectively in both speech and writing.

**Institutional Learning Goal 5. Social Science.** Students will use social science theories and concepts to analyze human behavior and social and political institutions and to act as responsible citizens.

**Institutional Learning Goal 6. Humanities.** Students will analyze works in the fields of art, music, or theater; literature; philosophy and/or religious studies; and/or will gain competence in the use of a foreign language.

**Institutional Learning Goal 7. History.** Students will understand historical events and movements in World, Western, non-Western or American societies and assess their subsequent significance.

**Institutional Learning Goal 8. Diversity and Global Perspective:** Students will understand the importance of a global perspective and culturally diverse peoples

**Institutional Learning Goal 9. Ethical Reasoning and Action.** Students will understand ethical frameworks, issues, and situations.

**Institutional Learning Goal 10. Information Literacy:** Students will recognize when information is needed and have the knowledge and skills to locate, evaluate, and effectively use information for college level work.

**Institutional Learning Goal 11. Critical Thinking:** Students will use critical thinking skills understand, analyze, or apply information or solve problems.

### **Program Learning Outcomes for Dance AA & Dance AFA (PLO)**

1. Master the physical discipline and time investment necessary to carry out professional concerts;
2. Choreograph independently to create their own dances;
3. Work collaboratively with artistic and production staff;
4. Create successful auditions by preparing materials and exhibiting professional conduct.

### **Units of study in detail – Unit Student Learning Outcomes:**

#### Unit I: Universality of Dance [Supports Course SLOs #1 – 7]

The student will be able to...

- Discuss the fundamental reasons why people dance.
- Identify dance-dramas, folk dances, ceremonial and ritual dances.
- Describe how folk dance steps and various floor patterns create a sense of community and belonging to a group.
- Compare and contrast folk dance performance and compositions from several cultures.

#### Unit II: Styles of Dance [Supports Course SLOs #1 – 6]

The student will be able to...

- Compare and contrast several cultures' dances in terms of pattern, rhythmic choices, stylized ways of using the body to communicate, and how dance is used to celebrate.
- Compare and contrast how time is uniquely different in folk dance, ballet, modern, and jazz through describing and identifying movement concepts of rhythm, accent, duration, meter, phrasing, tempo, and syncopation.
- identify how folk dance, ballet, modern, and jazz utilize different spacial concepts; including: level, dimension, plane, shape, symmetry, asymmetry, positive space, negative space, and floor pattern.
- describe within each style (folk dancing, ballet, modern, and jazz) basic axial movements including flexion, extension, rotation; and demonstrate simple locomotor patterns including walking, running, leaping, jumping and turning.

### Unit III: Politics of Dance [Supports Course SLOs #1 – 3, 7]

The student will be able to...

- Identify and evaluate how propaganda is used to promote styles of dance and movement choices.
- Describe the impact of religion on dance in western and non-western dance traditions.
- Assess how culture and mass media genders dance styles and movement choices.
- Discuss how the monarchies of France, Italy, Indonesia, and Japan developed dance traditions and their objectives for advancing dance.

### Unit IV: Dance in a New Time and in a New World [Supports Course SLOs #1 – 7]

The student will be able to...

- Describe how dance traditions have been fused together recently to create new styles and movement.
- Access and evaluate dance performance on the internet and choreographed for the camera (film or video).
- Critique the pros and cons of alternative dance performance spaces utilized in the 1960s to the present.
- Discuss the impact of vocal performance layered or combined with movement to create a dance piece.
- Synthesize information gathered from this course into research project.

### **Evaluation of student learning:**

All assignments are selected to support and assess the course student learning outcomes.

1. Assigned readings from the main text associated with the course, which is representative of each unit of study.
2. Assessment of comprehension through participation in classroom discussions.
3. Quizzes on readings and lectures utilizing a variety of testing strategies: multiple choice, fill-in the blank, short answer, identifications, etc
4. Attendance at one professional or semi-professional dance productions from a list approved and provided by the instructor. Students must write a reaction paper about the dance production they witnessed.
5. Research Paper and Oral Presentation on an approved topic by the instructor related to class content.
6. Midterm and Final Exams: they will cover performance styles, design, and structure, as well as social, political, and cultural effects in Western and Non-Western Tradition.