



BARD
HIGH SCHOOL • EARLY COLLEGE



Bard High School Early College - Newark
BARD094 – Dance: Dance in a Global Context – Fall 2022
BHSEC Newark – Room 112

Professor: Curtis W. Stedje, MFA, CMA

Office: Room 112

Office Hours: by appointment

E-mail: cstedje@bhsec.bard.edu

Course Description

This course introduces students to the broad concept of dance by engaging its multiple purposes through practice-based experientials, and a theoretical examination of its social and historical complexities. Emphasis will be placed on dance as a form of creative expression; a social, religious, and cultural practice; and its relationship to other artistic as well as non-artistic disciplines.

Throughout this course we will explore elements of a wide variety of dance styles and practices through movement explorations, dance making, readings, discussions, videos, written responses, and both individual and collaborative projects. By examining dance in both global and local contexts we will move towards a fuller appreciation and understanding of the influence of dance in our everyday lives as well as an embodied reflection and expression of the world in which we live.

Course Objectives

Upon successful completion of the course students will be able to:

- Gain a fuller appreciation for and understanding of dance in various contexts: physical, psycho-somatic, socio-cultural, political, creative, and performative.
- Describe the functions of dance and the relationship between dance and the greater artistic, social, cultural and political landscape in which it was created and currently exists.
- Articulate a definition of dance and the roles that form, intention, and interpretation play in differentiating dance movement from non-dance movement.
- Work collaboratively with other students to research and present material in a creative and effective manner.
- Consider the potential of dance as an empowering educational tool and vehicle for personal and communal development.
- Seek and form connections between concepts covered in this class and other fields of study.

Physical Contact

Dance education, as a physical practice, works best with a combination of demonstration and hands-on contact to help the training body understand alignment, balance, and extension. This includes tactile cues on the limbs, head and neck, and torso. Please notify me if you are not comfortable with physical contact, and I will respect your wishes and privacy.

Course Materials

Textbooks: There is no textbook, however short readings will be distributed in hard copy, or in PDF format on Google Classroom.

Technology - For the various studies and projects you will need access to the following:

- A device that can record video. (ChromeBook, laptop with built-in camera, smart phone, etc.)
- Video editing software. (iMovie, Adobe Spark Video, In Shot, etc.)

Please bring to each class:

- Process journal;
 - Google Drive Folder OR
 - Notebook, Pen or pencil;
- Water bottle and small towel;
- Appropriate dance clothes.
 - Comfortable, form-fitting clothes that allow for full range of motion. Clothes that restrict movement are not recommended.
 - **Jewellery:** Small post or hoop earrings only. No rings, bracelets or necklaces.
 - **Layering** with sweats and/or leg warmers is recommended.
 - **Not Allowed:** Clothing that obscures the body's form, watches, dangling jewellery, hats, gum.

Course Content

About the structure of the course: This course centers around a global investigation of dance as a cultural element. There is no one way to approach this hence we will apply various models of analysis to our investigation and look at dance through various lenses.

- **An Arts Form and a Societal Element**
 - Dance: Art Form - Here we find dance to be an art form, performative in nature, extracted from daily life and therefore lacking immediacy.
 - Dance: Societal Element - Here we find dance understood to be an inherent and necessary element in social structure, communication, and wellbeing.
- **Cultural and Historic Evolution of Dance**
 - Classical Forms
 - Afro-diasporic Forms
 - Latin-Caribbean Forms
 - Contemporary Forms

Throughout our investigation of dance we will engage in/with the following:

- Dance history
- Dance heritage
- Dance as ritual – religious dance, habitual and ceremonial movement
- Ethnographic study – observation, analysis, embodied practice.
- Dance/movement analysis
- Dance writing
- Dance pedagogy

Course Requirements

Formative Assessments (30%)

- **Classwork, Attendance and Participation**
 - **Participation:** Just showing up to class does not mean that a student will necessarily earn all participation points. A student must be prepared, **actively participate**, and be fully engaged in

- the material. Students' grade will be assessed by the following criteria: Adherence to dress code ; Classroom etiquette/netiquette; Level of engagement/personal growth.
- **Attendance:** Prompt, prepared, consistent attendance and in-class, active participation are integral components of all dance classes.
- **Late Arrival:** Arriving late to a dance class violates a code of etiquette in dance training. Out of respect for your fellow students, yourself, and I, please arrive early.

- **Homework**

- **Various Assignments:** Throughout the semester the student will be asked to complete various readings and assignments

Summative Assessments (70%)

- **Practical and Written Exams**
- **Personal Dance Heritage Project**
 - **Paper**
 - **Presentation**
- **Teaching Dance Project**
- **Other projects may be added**

Grading Rubric

A	100-93	B	86-83	C	76-73	F	64 and below
A	92-90	B-	82-80	C-	72-70		
B+	89-87	C+	79-77	D	69-65		

Plus Minus Grades: Quality points for each letter grade from A through D will reflect plus and minus components of the grade, as shown below. The plus/minus system will apply to both undergraduate and graduate courses. A+ = 4.0, A = 4.0, A- = 3.7, B+ = 3.3, B = 3.0, B- = 2.7, C+ = 2.3, C = 2.0, C- = 1.7, D= 1.0, F = 0.0. The present marking system defining the standards for letter grades is as follows:

A - Denotes mastery of the subject and excellent scholarship. The student has excellent in-class participation in all discussions, activities and projects, and engagement essays are completed thoughtfully. The student shows mastery of the presented material through his or her performance on the midterm practicum, projects and final practicum. Assignments of the highest quality are submitted on time, with attention to grammar, spelling and documentation in addition to creativity, original thought and presentation.

B - Denotes sufficient knowledge of the subject and good scholarship. The student has good in-class participation in all discussions, activities and projects, and engagement essays are completed with a degree of thought. The student shows good understanding of the presented material through his or her performance on the mid-term practicum, projects and final practicum. Assignments of good quality are submitted on time, with attention to grammar, spelling and documentation in addition to creativity, original thought and presentation.

C - Denotes moderate knowledge of the subject and average scholarship. The student attends class, but participation in discussions, activities and projects is lacking and engagement essays are completed below expectations. The student shows basic understanding of the presented material through his or her performance on the mid-term practicum, projects and final practicum. Assignments of average quality are submitted on time, with some attention to grammar, spelling and documentation in addition to creativity, original thought and presentation.

D - Denotes little knowledge of the subject and below-average scholarship. The student's class participation is insufficient (excessive tardiness, lack of comments or questions, little to no participation in discussions, activities

or projects, disruptive behavior), and engagement essays are not turned in. The student shows a lack of understanding of the presented material through his or her performance on the mid-term practicum, projects and final practicum. Assignments are either not turned in or are of poor quality, with no attention to grammar, spelling and documentation and a lack of creativity, original thought and presentation.

F - The student has major attendance issues and/or a complete lack of class participation. The student shows a total lack of understanding of the presented material through his or her performance on the mid-term and final practicums. Assignments are either not turned in or are of the poorest quality, with no attention to grammar, spelling and documentation and a total lack of creativity, original thought and presentation.

Course Policies and Procedures

Attendance: Being present and actively participating in class each session is crucial. Attendance letters are sent home at 5, 9, and 12 absences. Students may not make up work from unexcused absences. Eighteen absences in a semester will result in loss of credit, subject to appeal.

- **Tardiness:** Frequent tardiness will affect a student's participation grade. After 2 tardies I will notify students' parents/guardians. After 5 tardies, the school administration will be informed.
- **Observing Class:** If you are well enough to attend class, but unable to dance, or if you are late to class, you will be expected to write a one (1) to two (2) page commentary based on class observations. These will be due the same day as the observed class, before midnight. Failure to submit on time will result in an absence for that class. See Professor Stedje for themes and questions to attend to.

Student Responsibility and Obligations:

Virtual Class: Because of the visual nature of dance education where the teacher must see the dancing body in order to give instruction, corrections, and general feedback, it is important that during virtual class cameras remain on when the teacher instructs students to do so. Regular refusal to follow these guidelines will result in loss of participation points.

Shoes: When students enter the studio shoes must be removed. This is primarily a health and safety issue. We use the dance floor in many ways, sitting or laying on it, using it as a partner as we dance which often involves various parts of the body coming into close contact with it. The bottom of our shoes contain an inordinate amount of bacteria and dirt. When we walk across the floor with shoes on we are spreading that bacteria and dirt on a surface that comes into contact with our hands, face, hair, clothes, etc. For your health and safety and for that of your peers please remember to take off your shoes immediately when you enter the studio. Continued failure to do so will result in the student being asked to stay after school to help the teacher clean the studio floor.

Cushions and Props: This year we have new cushions for use in the studio. As with any shared resource please use them purposefully, with care. Any use beyond using props and cushions as seats or tools as instructed by the teacher will result in loss of use.

Mirrors: As you can see we have mirrors this year!!! Though, with new tools come new rules. Please do not lean on the mirrors, touch them, or use them for anything other than a tool of observation.

Cell Phones: Cell phones MUST be placed in the cell phone box before the start of class, thus no phones or electronic devices may be made visible at any time during class unless we need them for a project. The first offense of each class will result in the loss of all participation points for the day. Continued offense over multiple classes will result in a call home and/or confiscation of the device by the administration, and a parent or guardian will be required to meet with the Dean of Students to obtain their device.

Bags and Belongings: All personal belongings brought to the studio must be placed on the shelves under the register/window sill.

Participation: Just showing up to class does not mean that a student will necessarily earn all participation points. Students are expected to be prepared, attend, be fully engaged in the material, and **actively contribute** to **ALL** classes. You are expected to complete all assignments in advance of the class for which they are required, and to demonstrate knowledge of these and, over the length of the course, of the recommended assignments as well.

Late Assignments

Assignments submitted after the due date will not be accepted unless in the case of emergency or agreement made with the instructor prior to the due date of the assignment.

Plagiarism and Cheating: The Bard High School Early college policy on plagiarism will apply. See *The student handbook* for the current policy. Intentional plagiarism will result in an F for the course. When plagiarism (either intentional or unintentional) is suspected, the student will be asked to document sources used and to verify the originality of his/her essay. Plagiarism is defined as presenting someone else's work as your own. Plagiarism does not just mean copying whole papers or articles from another source. It includes any information, ideas, sentences, phrases, or other copied material from another source. These must be properly acknowledged by providing citations in your text and a bibliography giving complete publication information for all sources used in your paper. Even if you paraphrase someone else's ideas and do not quote them directly, you still must acknowledge your source. Citations must also be given for little known facts and statistics. Ignorance is not an excuse for plagiarism. If you are not sure whether you need to provide a source for a piece of information or how to cite a source, ask me.

- BHSEC regulations regarding cheating will be strictly enforced. As described in *the student handbook* Academic Dishonesty will result in the failing of an assignment, dismissal from the course, and depending on the severity of the offense, possible dismissal from the AA program.
- Copying another student's homework assignment will result in ZERO points for homework calculated into your final grade!
- In serious cases, as in plagiarism (claiming another's work as your own) will result in a grade of Failure and a mandatory meeting with the Dean may result in the offender's dismissal from the academic institution.

Diversity: BHSEC - Newark values the diversity of its student body. Along with the school, I am committed to providing a classroom atmosphere that encourages the equitable participation of all students regardless of age, disability, ethnicity, gender, national origin, race, religion, or sexual orientation. Potential devaluation of students in the classroom that can occur by reference to demeaning stereotypes of any group and/or overlooking the contributions of a particular group to the topic under discussion is inappropriate.

Statement on Civility: Bard High School Early College - Newark is expected to be a diverse, open and tolerant arena within which all ideas, whether popular or not, may be freely discussed without rancor. The instructor of this course is committed to creating an open and accepting environment in which diversity, unique perspectives, and others' worldviews are respected. Demeaning, intimidating or threatening behavior is unacceptable and contrary to our basic values. As citizens of the school, we take the lead in producing, and take pride in sustaining, an environment that is characterized by tolerance, respect and civility. This is the hallmark of a school that welcomes and values diverse perspectives, intellectual pluralism and the free and open exchange of ideas.

Emergency Protocol: Discussions and assignments will continue to be provided on Google Classroom.

Copyright Note: Class lectures and other materials are copyrighted and they may not be reproduced for anything other than personal use without written permission from the instructor.

This Syllabus is Subject to Change: Students will be notified in advance of important changes that could affect grading, assignments, etc.

