

## Cover Sheet: Request 14890

### DAN 2XXX – Global Dance Perspectives

#### Info

Process	Course New Ugrad/Pro
Status	Pending at PV - University Curriculum Committee (UCC)
Submitter	Augusto Soledade asoledade@ufl.edu
Created	4/12/2020 3:06:54 PM
Updated	12/18/2020 12:55:07 PM
Description of request	This is a request to create a new course titled Global Dance Perspectives.

#### Actions

Step	Status	Group	User	Comment	Updated
Department	Approved	CFA - Theatre and Dance 13040000	Peter Carpenter		11/17/2020
No document changes					
College	Approved	CFA - College of Fine Arts	Jennifer Setlow		12/18/2020
No document changes					
University Curriculum Committee	Pending	PV - University Curriculum Committee (UCC)			12/18/2020
No document changes					
Statewide Course Numbering System					
No document changes					
Office of the Registrar					
No document changes					
Student Academic Support System					
No document changes					
Catalog					
No document changes					
College Notified					
No document changes					

# Course|New for request 14890

## Info

**Request:** DAN 2XXX – Global Dance Perspectives

**Description of request:** This is a request to create a new course titled Global Dance Perspectives.

**Submitter:** Augusto Soledade asoledade@ufl.edu

**Created:** 12/16/2020 5:31:48 PM

**Form version:** 5

## Responses

### Recommended Prefix

*Enter the three letter code indicating placement of course within the discipline (e.g., POS, ATR, ENC). Note that for new course proposals, the State Common Numbering System (SCNS) may assign a different prefix.*

Response:

DAN

### Course Level

*Select the one digit code preceding the course number that indicates the course level at which the course is taught (e.g., 1=freshman, 2=sophomore, etc.).*

Response:

2

### Course Number

*Enter the three digit code indicating the specific content of the course based on the SCNS taxonomy and course equivalency profiles. For new course requests, this may be XXX until SCNS assigns an appropriate number.*

Response:

XXX

### Category of Instruction

*Indicate whether the course is introductory, intermediate or advanced. Introductory courses are those that require no prerequisites and are general in nature. Intermediate courses require some prior preparation in a related area. Advanced courses require specific competencies or knowledge relevant to the topic prior to enrollment.*

Response:

Introductory

- 1000 level = Introductory undergraduate
- 2000 level = Introductory undergraduate
- 3000 level = Intermediate undergraduate
- 4000 level = Advanced undergraduate
- 5000 level = Introductory graduate
- 6000 level = Intermediate graduate
- 7000 level = Advanced graduate
- 4000/5000= Joint undergraduate/graduate
- 4000/6000= Joint undergraduate/graduate

*\*Joint undergraduate/graduate courses must be approved by the UCC and the Graduate Council)*

**Lab Code**

Enter the lab code to indicate whether the course is lecture only (None), lab only (L), or a combined lecture and lab (C).

Response:

None

**Course Title**

Enter the title of the course as it should appear in the Academic Catalog. There is a 100 character limit for course titles.&nbsp;

Response:

Global Dance Perspectives

**Transcript Title**

Enter the title that will appear in the transcript and the schedule of courses. Note that this must be limited to 30 characters (including spaces and punctuation).

Response:

Global Dance Perspectives

**Degree Type**

Select the type of degree program for which this course is intended.

Response:

Baccalaureate

**Delivery Method(s)**

Indicate all platforms through which the course is currently planned to be delivered.

Response:

On-Campus

**Co-Listing**

Will this course be jointly taught to undergraduate, graduate, and/or professional students?

Response:

No

**Effective Term**

Select the requested term that the course will first be offered. Selecting "Earliest" will allow the course to be active in the earliest term after SCNS approval. If a specific term and year are selected, this should reflect the department's best projection. Courses cannot be implemented retroactively, and therefore the actual effective term cannot be prior to SCNS approval, which must be obtained prior to the first day of classes for the effective term. SCNS approval typically requires 2 to 6 weeks after approval of the course at UF.

Response:  
Earliest Available

**Effective Year**

Select the requested year that the course will first be offered. See preceding item for further information.

Response:  
Earliest Available

**Rotating Topic?**

Select "Yes" if the course can have rotating (varying) topics. These course titles can vary by topic in the Schedule of Courses.

Response:  
No

**Repeatable Credit?**

Select "Yes" if the course may be repeated for credit. If the course will also have rotating topics, be sure to indicate this in the question above.

Response:  
No

**Amount of Credit**

Select the number of credits awarded to the student upon successful completion, or select "Variable" if the course will be offered with variable credit and then indicate the minimum and maximum credits per section. Note that credit hours are regulated by Rule 6A-10.033, FAC. If you select "Variable" for the amount of credit, additional fields will appear in which to indicate the minimum and maximum number of total credits.

Response:  
3

**S/U Only?**

Select "Yes" if all students should be graded as S/U in the course. Note that each course must be entered into the UF curriculum inventory as either letter-graded or S/U. A course may not have both options. However, letter-graded courses allow students to take the course S/U with instructor permission.

Response:  
No

**Contact Type**

Select the best option to describe course contact type. This selection determines whether base hours or headcount hours will be used to determine the total contact hours per credit hour. Note that the headcount hour options are for courses that involve contact between the student and the professor on an individual basis.

Response:

## Regularly Scheduled

- Regularly Scheduled [base hr]
- Thesis/Dissertation Supervision [1.0 headcount hr]
- Directed Individual Studies [0.5 headcount hr]
- Supervision of Student Interns [0.8 headcount hr]
- Supervision of Teaching/Research [0.5 headcount hr]
- Supervision of Cooperative Education [0.8 headcount hr]

Contact the Office of Institutional Planning and Research (352-392-0456) with questions regarding contact type.

## Weekly Contact Hours

Indicate the number of hours instructors will have contact with students each week on average throughout the duration of the course.

Response:

4

## Course Description

Provide a brief narrative description of the course content. This description will be published in the Academic Catalog and is limited to 500 characters or less. See course description guidelines.

Response:

This Dance Studies course asks what it means to dance “locally” in a global world, whether onstage, on screens, in the streets, or at the club. Course activities combine readings, viewings (live and documented performance), and embodied experiences with written and performance based assignments.

## Prerequisites

Indicate all requirements that must be satisfied prior to enrollment in the course. Prerequisites will be automatically checked for each student attempting to register for the course. The prerequisite will be published in the Academic Catalog and must be formulated so that it can be enforced in the registration system. Please note that upper division courses (i.e., intermediate or advanced level of instruction) must have proper prerequisites to target the appropriate audience for the course.

Courses level 3000 and above must have a prerequisite.

Response:

Dance Major or dance minors

Completing Prerequisites on UCC forms:

- Use "&" and "or" to conjoin multiple requirements; do not use commas, semicolons, etc.
- Use parentheses to specify groupings in multiple requirements.
- Specifying a course prerequisite (without specifying a grade) assumes the required passing grade is D-. In order to specify a different grade, include the grade in parentheses immediately after the course number. For example, "MAC 2311(B)" indicates that students are required to obtain a grade of B in Calculus I. MAC2311 by itself would only require a grade of D-.
- Specify all majors or minors included (if all majors in a college are acceptable the college code is sufficient).
- "Permission of department" is always an option so it should not be included in any prerequisite or co-requisite.

Example: A grade of C in HSC 3502, passing grades in HSC 3057 or HSC 4558, and major/minor in PHHP should be written as follows:

HSC 3502(C) & (HSC 3057 or HSC 4558) & (HP college or (HS or CMS or DSC or HP or RS minor)



*Provide a projected weekly schedule of topics. This should have sufficient detail to evaluate how the course would meet current curricular needs and the extent to which it overlaps with existing courses at UF.*

Response:

Week      Mon

Wed

1 Introduction to course & group agreements      Student video share: your global dance perspectives

2 Key term: Dance

Dance ethnography- a brief history

3 Key term: Globalization

Introduce Essay 1 // the global spread of hip hop

4 Key term: (neo- and post-)colonialism

Contemporary Indigenous choreographers & the decolonial gesture

5 Peer editing (rough draft Short Essay 1)

Key term: migration

6 DUE: Short Essay 1

British Asian Dance & Brexit

7 Introduce Essay 2

Key term: nation

8 National Ballet of Cuba

America dancing

9 DUE: Short Essay 2

Key term: internet

10 Rihanna

Beyoncé

11 Discuss BFA Showcase

Key term: diaspora

12 Contemporary African choreographers

New Orleans

13 Introduce Essay 3

Brazil

14 Discuss Agbedidi // Work on group performances      Group performances

15 DUE: Short Essay 3

Semester in Review

16 Final project presentations

Final project presentations

### **Grading Scheme**

*List the types of assessments, assignments and other activities that will be used to determine the course grade, and the percentage contribution from each. This list should have sufficient detail to evaluate the course rigor and grade integrity. Include details about the grading rubric and percentage breakdowns for determining grades. If*

*participation and/or attendance are part of the students grade, please provide a rubric or details &nbsp;regarding how those items will be assessed.*

Response:

**Class Participation (25%):** The class will revolve around student-led discussion and movement activities. Consistent informed, thoughtful, and considerate class participation is expected and will be evaluated using the rubric below. Students will complete all assigned reading and viewing before the class in which they are to be discussed. I expect everyone to come to class with a copy of the reading plus written notes and questions. I expect everyone to come to class prepared to raise questions, share responses to material, and thoughtfully engage in class discussion. Likewise, students are expected to approach embodied exercises with the same rigor and attention.

**Critical Embodied Action & Discussion Leading (10%):**

On the day of your choosing, you will collaborate with a small group of your classmates to lead the class in an exploration of that day's assigned readings and viewings through embodied action and discussion. Please plan to meet with your group the week before your presentation date to discuss your plans.

This activity has four parts. A) Offer a critical synthesis of the material we have read and/or viewed for the day. For scholarly material, please identify the main argument and central issues of each reading. For viewings, please offer some preliminary interpretation/analysis. Be sure to offer a critical synthesis that puts the readings/viewings assigned that day in conversation with one another, not simply in a list. Include also connections to previous readings, viewings, performances, class discussions, etc. as relevant (10-15 min). B) Introduce a thought-provoking question about the readings/viewings that will launch an open-ended yet focused discussion, which you will facilitate for the next 10-15 minutes. (Tip: It's a good idea to have one or two backup questions!) C) Lead the class in an embodied action that provides a format for thinking through questions with our bodies. You might also share audio or visual components if applicable (5-15 min). The purpose of the embodied exercise is not to demonstrate performance virtuosity and/or technical capacity in any genre; rather, this assignment invites us to use our bodies to digest and critically reflect on course material. D) Finally, pose a question to the class that connects the embodied activity to the readings/viewings and facilitate discussion of that question (10-15 minutes).

To accommodate visual learners, presenters should provide their critical synthesis and discussion questions in written format, in the form of handouts or slides.

You will be evaluated on the succinctness and thoughtfulness of your presentation, the relevance of your chosen embodied activity, the insightfulness of your discussion questions, your overall preparedness, and evidence that each group member shares equal responsibility in conducting class leadership.

**Short essays (3 x 10%, or 30%):** Throughout the course of the semester, students will complete three 3-4 pg. essays in response to course material and assigned events. The purpose of these essays is to synthesize main course themes and issues, and to foster dance studies writing skills. Essay prompts will ask students to critically engage with and analyze the primary and secondary source materials on the syllabus. Proper citation instructions will be included with the prompts. For the first essay, student will submit a first draft and, following a round of peer feedback, will submit a final draft the following week.

**Group performance (15%):** In small groups, prepare a movement-based study that physically and artistically engages themes, questions, and concerns engaged during the course. Some class time will be devoted to working on your performance, but you will also need to schedule rehearsals time outside of class. More detailed instructions will be provided.

**Final Essay (20%):** Students will expand upon one of the three short essays to prepare a 7-8 pg. written critical analysis. The paper's thesis statement should be a response to the course's guiding question: "What does it mean to dance locally in a global world?" The analysis should employ a critical dance studies lens as modeled by course readings, discussions, and exercises. This assignment provides the opportunity for students to apply course themes and methods to a



chosen dance experiences and should set into motion the tools for viewing, critiquing, and analyzing dance developed in this course. This assignment is not a traditional research paper; however, students should include historical and/or theoretical material to shape and support the essay.

Total = 100%

### **Instructor(s)**

*Enter the name of the planned instructor or instructors, or "to be determined" if instructors are not yet identified.*

Response:  
Rachel Carrico

### **Attendance & Make-up**

*Please confirm that you have read and understand the University of Florida Attendance policy.*

*A required statement related to class attendance, make-up exams and other work will be included in the syllabus and adhered to in the course. Courses may not have any policies which conflict with the University of Florida policy. The following statement may be used directly in the syllabus.*

• *Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found at:*

*<https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>*

Response:  
Yes

### **Accommodations**

*Please confirm that you have read and understand the University of Florida Accommodations policy.*

*A statement related to accommodations for students with disabilities will be included in the syllabus and adhered to in the course. The following statement may be used directly in the syllabus:*

• *Students with disabilities requesting accommodations should first register with the Disability Resource Center (352-392-8565, [www.dso.ufl.edu/drc/](http://www.dso.ufl.edu/drc/)) by providing appropriate documentation. Once registered, students will receive an accommodation letter which must be presented to the instructor when requesting accommodation. Students with disabilities should follow this procedure as early as possible in the semester.*

Response:  
Yes

### **UF Grading Policies for assigning Grade Points**

*Please confirm that you have read and understand the University of Florida Grading policies.*

*Information on current UF grading policies for assigning grade points is require to be included in the course syllabus. The following link may be used directly in the syllabus:*

• *<https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>*

Response:  
Yes

## Course Evaluation Policy

### Course Evaluation Policy

Please confirm that you have read and understand the University of Florida Course Evaluation Policy.

A statement related to course evaluations will be included in the syllabus. The following statement may be used directly in the syllabus:

• Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at <https://gatorevals.aa.ufl.edu/public-results/>. Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via <https://ufl.bluera.com/ufl/>. Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/public-results/>.

&nbsp;

Response:

Yes