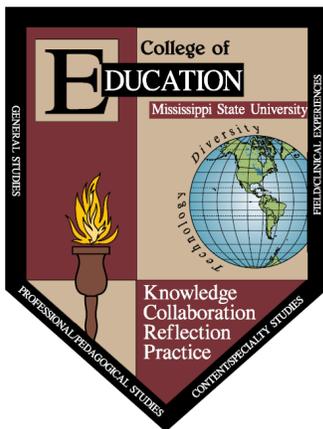


**MISSISSIPPI STATE UNIVERSITY
COLLEGE OF EDUCATION**

**DEPARTMENT of KINESIOLOGY
COURSE SYLLABUS**

Course Prefix & Number:	PE 1323
Course Title:	History and Appreciation of Dance
Credit Hours:	Three (3) semester hours
Course Type:	Lecture/Laboratory
Catalog Description:	A course designed to acquaint students with the history of dance and to develop a greater sensitivity, appreciation and understanding of this art.

College of Education Conceptual Framework:



The faculty in the College of Education at Mississippi State University are committed to assuring the success of students and graduates by providing superior learning opportunities that are continually improved as society, schools, and technology change. The organizing theme for the conceptual framework for the College of Education at Mississippi State University is educational professionals - dedicated to continual improvement of all students' educational experiences. The beliefs that guide program development are as follows:

1. **KNOWLEDGE** - Educational professionals must have a deep understanding of the organizing concepts, processes, and attitudes that comprise their chosen disciplinary knowledge base, the pedagogical knowledge base, and the pedagogical content knowledge base. They must also know how to complement these knowledge bases with the appropriate use of technology.
2. **COLLABORATION** - Educational professionals must continually seek opportunities to work together, learn from one another, forge partnerships, and assume positions of responsibility.
3. **REFLECTION** - Educational professionals must be willing to assess their own strengths and weaknesses through reflection. They must also possess the skills, behaviors, and attitudes necessary to learn, change, and grow as life-long learners.
4. **PRACTICE** - Educational professionals must have a rich repertoire of research-based strategies for instruction, assessment, and the use of technologies. They must be able to focus that array of skills on promoting authentic learning by all students or clients, while exhibiting an appreciation and commitment to the value and role of diversity.

Course Objectives:

1. Cognitive:
 - a. Explain how dance relates to society. **CFPO 2,3,4,8**
 - b. Describe examples of primitive dance. **CFPO 2,3,4,8**
 - c. Define ethnic and social dance. **CFPO 2,3,4,8**
 - d. Define the origins of court dance and the birth of ballet. **CFPO 2,3,4,8**
 - e. Trace the development of dance on stage and screen. **CFPO 2,3,4,8**
 - f. Identify the pioneers of modern dance in America. **CFPO 2,3,4,8**
 - g. Explain the importance of African dance to American contemporary dance. **CFPO 2,3,4,8**
 - h. Evaluate dance related, written articles according to a layperson's ability to enjoy and learn from them. **CFPO 2,3,4,8**
 - i. Evaluate live or videotaped productions of dance according to technique and aesthetics. **CFPO 2,3,4,8**
 - j. Create and perform, within a group, three dances to share with the class. **CFPO 2, 3, 4, 8**
2. Psychomotor:
 - a. Create and perform, within a group, three dances. **CFPO 2,3,4,8**
 - b. Participate in basic primitive, social, ballet, jazz, and modern dance movements. **CFPO 2, 3, 4, 8**
3. Affective: **CFPO 3, 4, 8.**
 - a. Demonstrate interest in dance through class attendance and participation in class activities.
 - b. Demonstrate interest in dance through cooperation in group activities.
 - c. Demonstrate an appreciation of dance by completing article and critique assignments.
 - d. Demonstrate increased knowledge about dance and dancers by discussing dance as it occurs in daily living and society during class periods.

Topics to Be Covered:

1. Dance in Linage-based Societies: (7 hours)
 - a. Why people dance.
 - b. African dances.
 - c. Dances of the Native Americans.
2. Dance in Pre-Christian Societies: (5 hours)
 - a. Dances of the ancient Egyptians.
 - b. Dances of the ancient Hebrews.
 - c. Dances of the ancient Greeks.
 - d. Dances of the ancient Romans.
3. Dance during the Middle Ages and the Renaissance: (5 hours)
 - a. Danseomania and the Dance of Death.
 - b. European folk dance.
 - c. Court dance.

4. Classical Ballet: (7 hours)
 - a. Louis XIV and the Royal Academy.
 - b. The Romantic Ballet.
 - c. The Classical Russian Ballet.

5. Modern Dance: (7 hours)
 - a. Isadora Duncan.
 - b. Denishawn – Martha Graham and Doris Humphrey.
 - c. The importance of the choreographer.
 - d. The influence of the Ballets Russes.

6. American Theatrical Dance: (7 hours)
 - a. Dance in Colonial America.
 - b. African influence on the birth of Jazz.
 - c. Vaudeville and Broadway.
 - d. The Hollywood musical.

7. Contemporary Dance: (7 hours)
 - a. The growth of ballet in America.
 - b. Contemporary American dancers and choreographers.

Text:

None. Reading assignments are given in which the student can access the material online.

Methods of Instruction:

1. Lecture, viewing of video tapes, DVDs, and online dance films, and experiencing different dance forms in the dance studio.
2. Choreography of dances.
3. Question and answer sessions.

Suggested Student Activities:

1. Each student is expected to read and study the required text and supplementary, handout educational materials. Obj 1
2. Each student should actively participate in several class experiences where basic dance moves from different dance forms will be demonstrated. Obj 2
3. The student is encouraged to research any aspect of dance that interests him or her. Obj1
4. Each student should attend dance performances, or view a filmed dance performance, and write a critique of that performance. Obj 3

MSU Honor Code:

"As a Mississippi State University student I will conduct myself with honor and integrity at all times. I will not lie, cheat, or steal, nor will I accept the actions of those who do."

The Mississippi State Honor Code can be found at <http://www.honorcode.msstate.edu/>.

Technology:

Not an aspect of this course.

Diversity:

The study of dance history includes the study of the earliest civilizations. The purposes, reasons, occasions for dancing have not changed throughout history. The contributions of many cultures, ethnicities and tribes will be examined and discuss in the class, most importantly the mixture of European and African styles that gave birth to American music and dance.

Disability:

If a student has a disability that will affect their performance in and completion of the objectives of this class, the student should meet with the instructor before class to discuss ways in which the class can accommodate the student. It is the policy of Mississippi State University to accommodate students with special needs and learning disabilities as per the MSU Student Support Services policy. Students seeking accommodations on the basis of a disability or special need must identify themselves to the Office of Student Support Services (325-3335) to verify eligibility. Additional documentation guidelines may be obtained by contacting the Office of Student Support Services directly, or via the web at <http://www.msstate.edu/dept/audit/91130.html>. Academic accommodations and services are based upon an individual’s needs. All documentation is confidential.

Evaluation of Student Progress:

Written tests (3 of equal value).....	60%
Class participation and attendance.....	20%
Assignments and written paper.....	20%

Bibliography:

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