

## **DAN 4905: Global Dance Perspectives (3 Credits)**

University of Florida School of Theatre and Dance

Classroom TBD

Fall 2019 | W | Period 8 - 9 – 10 (3:00 PM - 5:55 PM)

### **Instructor of Record:**

Assistant Professor Rachel Carrico, PhD

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Office: Nadine McGuire Theatre & Dance Pavilion 2nd floor, Room 252

Office Hours: W 1:00-2:30

Office Phone: 352-294-0458 (Main Office)

**Course Description:** This upper-level 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. It asks students to understand dance as a unique and powerful way to shed light on questions of globalization, migration, (neo- and post-)colonialism, nationalism, diaspora, and more. How do these frameworks inform our understandings of fusion dance styles, cultural authenticity, viral dance phenomena, and distinctions between so-called “art” dance and “folk” or “social” dance practices? Course activities combine readings, viewings (live and documented performance), and embodied experiences with written and performance based assignments.

### **Course Objectives**

- Experience, discuss and write about live dance performances
- Refine students’ abilities to describe, interpret, and critically analyze diverse dance practices and spaces
- Develop discursive and embodied tools for assessing the politics of dance as it moves across global borders
- Make connections between dance and related Humanities and Social Science disciplines, such as Media Studies, Area Studies, Anthropology, and Political Science
- Practice dance studies methodologies in order to complete a research project that will prepare students for thesis work in dance or related disciplines

### **Textbook**

- All readings will be posted to Canvas as hyperlinks and downloadable PDFs.

### **Canvas**

This course is set up on Canvas (e-learning). Students must have access to Canvas on a regular basis to successfully complete the course. All writing assignments and out-of-class communication will take place in Canvas. No hard copies will be accepted. A schedule and timeline for the course can be found on the Canvas calendar. For help at Canvas start at <https://canvas.uoregon.edu/courses/26168>

Syllabi are posted at CFA website under: Student & Parents: <http://arts.ufl.edu/syllabi/>

Lab Fees can be located at: <http://registrar.ufl.edu/soc/201601/all/theadanc.htm>

## Required Events

Haitian Studies Association Conference at UF - Dance Presentation- Oct 17-19, TBD

<https://www.haitianstudies.org/>

### UF Dance Productions

UF Box Office #: (352) 392-1653

Fall 2018 BFA Showcase – October 23 –27

<https://arts.ufl.edu/in-the-loop/events/fall-bfa-dance-showcase-1485/>

AGBEDIDI –November 22-24

<https://arts.ufl.edu/in-the-loop/events/agbedidi-a-fusion-of-traditional-african-and-contemporary-dance-1486/>

## ASSESSMENT

ASSIGNMENT	DUE DATE	POINTS
Attendance & Participation	Ongoing	25
Critical Embodied Action & Discussion Leading	Various	10
Short Essay 1: first draft	Sept. 18 in class hard copy	5
Short Essay 1: final draft	Mon. Sept. 23 on Canvas	5
Short Essay 2	Mon. Oct. 14 on Canvas	10
Group Performance	Nov. 20 in class	15
Short Essay 3	Mon. Dec. 2 on Canvas	10
Final Essay	Dec. 10 on Canvas	20
<b>TOTAL</b>		<b>100</b>

### Grading Scale

Grades are tabulated on a 100-point scale and a letter grade is assigned as follows:

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87–89 B+	83–86 B	80–82 B-
77–79 C+	73–76 C	70–72 C-
67–69 D+	63–66 D	60–62 D-
59 and below	F	

If you have questions about how grade points are assigned by the University, go to:

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

# Assignment Descriptions

**Class Participation (25%):** The class will revolve around student-led discussion and movement activities. 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. Attendance is expected at every class and students should contact the instructor regarding any anticipated absences and to discuss any unexpected absences. Excessive absences (more than 2) and tardiness will negatively affect your grade. See UF Dance attendance policies below for more detail.

**Critical Embodied Action & Discussion Leading (10%):** Students will collaboratively devise an embodied action and facilitate discussion on one day of assigned readings and viewings. Actions will critically comment on the main themes, issues, questions, and/or topics that arise from the text and any supplementary readings or viewings. Actions may be presentational or interactive; that is, groups may choose to perform an action or series of actions, or students might engage the class in an interactive scenario. Actions might be based in movement, language, visual, and/or sonic components and should not exceed 10 minutes. The group will then lead the class in a discussion of the ideas, issues, and themes engaged by the action. The purpose of this 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.

**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.

## Policies, Expectations, and Resources

### Extra Credit

Extra credit is only offered in extreme circumstances. Do not expect that extra credit will automatically be available to you. If emergencies arise, please talk to the instructor.

### UF Dance Program Absence Policy

- Three unexcused absences will reduce your grade one-letter grade (i.e., from B to C). Each subsequent unexcused absence lowers your grade by half letter grade (i.e., from C to C-). **After five unexcused absences the student may not return to class and result in automatic failure of the course.**
- All undocumented absences are unexcused: each unexcused absence = 5 point deduction. Excused absences may include those related to illness/injury which are documented by a medical professional. Events related to family emergencies or professional obligations should be discussed with your instructor. (See Make-up Policy for more information on excused absences.)
- If unable to dance but still attend, with instructor permission, you may *actively* observe for full class credit, one time. You will complete an assignment as assigned by the instructor due at the end of class.
- UF approved religious days are excused and do not need to be made-up. (Travel days not included.) You are responsible for material covered during your absence.
- A student with medical documentation may apply to UF for Medical Withdrawal. A Medical Withdrawal will not be supported without approved documentation. An Incomplete is only considered by UF Dance in extreme cases and is not available in technique classes.
- In the case of extended health issues, refer to the Injury and Illness Policy in the SoTD 2019-20 Handbook (SoTD website).

### UF Absence Policies

UF Dance Program requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with UF policies listed below and that can be found at: <https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>

- Students are responsible for satisfying all academic objectives as defined by the instructor. Absences count from the first class meeting.
- In general, acceptable reasons for absence from or failure to participate in class include illness, serious family emergencies, special curricular requirements (e.g., judging trips, field trips, professional conferences), military obligation, severe weather conditions, religious

holidays and participation in official university activities such as music performances, athletic competition or debate. Absences from class for court-imposed legal obligations (e.g., jury duty or subpoena) must be excused. Other reasons also may be approved.

- You cannot participate in classes unless you are registered officially or approved to audit with evidence of having paid audit fees. The Office of the University Registrar provides official class rolls to instructors.
- If you do not participate in at least one of the first two class meetings of a course or laboratory in which you are registered, and you have not contacted the department to indicate your intent, you can be dropped from the course. You must not assume that you will be dropped, however.
- The university recognizes the right of the individual professor to make attendance mandatory. After due warning, professors can prohibit further attendance and subsequently assign a failing grade for excessive absences.

Please consult the following sites for UF's physical and mental health resources:

<http://shcc.ufl.edu/> (Student Health Care Center)

<http://shcc.ufl.edu/forms-records/excuse-notes/> (excuse note policy)

<http://dso.ufl.edu/> (Dean of Students)

**Paper format:** Please submit all written assignments as Word documents, doubled spaced, in 12 point, Times New Roman font. For all written assignments, please consult the *MLA Handbook for Writers of Research Papers*, 7<sup>th</sup> edition, to guide your citation practices. You may purchase your own copy in the trade section of the bookstore or use one of the copies in the reference section of the library. For a quick reference guide, this website is helpful: <https://owl.english.purdue.edu/owl/resource/747/01/>.

**Laptops and other devices:** You may bring electronic copies of PDF readings on your laptop or tablet as long as you have a way to annotate the readings electronically or a separate document/notebook with your reading notes. If the presence of laptops becomes an impediment to focused conversation I may need to revise this policy. No phones are allowed during class.

**Late Policy:** Extensions will be granted only in extenuating circumstances and at the discretion of the professor. Deadlines in other classes and extracurricular obligations do not constitute extenuating circumstances. Late assignments will be accepted with a deduction of one grade point for each day late (e.g. if a B+ assignment is handed in one day late, it will receive a B as the final grade). Assignments handed in more than seven days late will receive no credit.

**Learning Community:** As we engage with course material, we will critically evaluate our thoughts, opinions, and assumptions. As a learning community, I ask that we collectively invest in an environment in which all class members feel empowered to take risks, ask questions, experiment, and grow. Dance history frequently intersects with the difficult and at times violent pasts and presents of inequalities related to race, gender, sexuality, class and ability. Some topics, surely, will be more personal than others. Feelings of discomfort often accompany

complex issues, and that is OK - oftentimes individual discomfort is a necessary part of our collective learning. I will do my best to offer content warnings in anticipation of material that may be particularly sensitive. I ask that, as part of your rigorous intellectual and physical engagement with course material, you meet the course material as best you can. Respect, openness, and the capacity to listen and respond sensitively and intelligently are of utmost importance in the classroom. This applies both to our classroom space and the parts of our lives that play out online. The social media sphere is not separate from “real life”—it constructs and shapes our society, just as do dance and performance. I ask that we be honorable and attentive to how we talk to and about each other both on and offline. Please consult with me should any questions or concerns around course content or classroom climate arise.

- **Online Learning Community:** Our learning community includes communication outside of class. Your commitment to creating a positive learning community includes not only how you interact in class but also how you interact with and/or represent other members of our class online via in threaded discussions on Canvas, social media, and other platforms. Please use formal, respectful, and professional standards when corresponding with me and with each other via email and/or Canvas. An email is not a text message nor a DM. Please begin emails with a formal greeting and avoid unprofessional colloquialisms. For UF guidelines on “netiquette”: <http://teach.ufl.edu/docs/NetiquetteGuideforOnlineCourses.pdf>

**Course Evaluations:** 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/students/>. 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/>.

**Honor Code:** UF students are bound by The Honor Pledge which states, “We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: “On my honor, I have neither given nor received unauthorized aid in doing this assignment.” The Honor Code (<http://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>) specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor.

**A Note on Plagiarism:** To plagiarize means to represent someone else’s work as your own. This means lifting passages from books or the Internet and inserting them into your paper. This means rewording passages read or heard elsewhere. This means working in groups on a project intended to be carried out individually. At Reed, plagiarism has serious consequences including suspension and expulsion.

Plagiarism can be a fuzzy area. It can be difficult to know if you are plagiarizing when you are learning things from what you're reading and seeing, and then applying what you are learning to your own writing. If you have any doubts about your work and how you are using someone else's material, please ask me. It is better to ask than to inadvertently plagiarize.<sup>1</sup>

**Accommodations:** Appropriate accommodations will always be granted to students with documented disabilities. Please notify me if there are aspects of the instruction or design of this course that result in disability-related barriers to your participation as soon as possible, and we can work to find a solution. Note that 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.

## More Campus Resources

### *Health & Wellness*

- *U Matter, We Care:* If you or a friend is in distress, please contact [umatter@ufl.edu](mailto:umatter@ufl.edu) or 352 392- 1575 so that a team member can reach out to the student.
- *Counseling and Wellness Center:* <https://counseling.ufl.edu/>, 392-1575; and the University Police Department: 392-1111 or 9-1-1 for emergencies.
- *Sexual Assault Recovery Services (SARS):* Student Health Care Center, 392-1161.
- *University Police Department:* 392-1111 (or 9-1-1 for emergencies).  
<http://www.police.ufl.edu/>

### *Academic Resources*

- *E-learning technical support,* 352-392-4357 (select option 2) or e-mail to [Learningsupport@ufl.edu](mailto:Learningsupport@ufl.edu). <https://lss.at.ufl.edu/help.shtml>.
- *Library Support,* <http://cms.uflib.ufl.edu/ask>. Various ways to receive assistance with respect to using the libraries or finding resources.
- *Writing Studio,* 302 Tigert Hall, 846-1138. Help brainstorming, formatting, and writing papers. <http://writing.ufl.edu/writing-studio/>
- *Student Complaints On-Campus:* <https://sccr.dso.ufl.edu/policies/student-honorcode-student-conduct-code/>
- *On-Line Students Complaints:* <http://distance.ufl.edu/student-complaint-process/>

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<sup>1</sup> Thank you to Reed College Theatre Professor Kate Bredeson for sharing her note on plagiarism for inclusion on my syllabus. See what I did there? I gave credit to the author of the note on plagiarism! It's that simple!

**Changes to the Syllabus:** While this document provides guidelines for the class, I do reserve the right to change the syllabus at any time during the semester if the need arises. Each class is different, and sometimes it takes some tweaking to respond to the needs of the group. Being flexible with the syllabus allows us to get it right. Thanks in advance for your understanding.