Texas A&M University
Core Curriculum
Initial Request for a Course Addition to the Fall 2014 Core Curriculum

Foundational Component Area: Language, Philosophy and Culture

In the box below, describe how this course meets the Foundational Component Area description for Language, Philosophy and Culture. Courses in this category focus on how ideas, values, beliefs, and other aspects of culture express and affect human experience. Courses involve the exploration of ideas that foster aesthetic and intellectual creation in order to understand the human condition across cultures.

The proposed course must contain all elements of the Foundational Component Area. How does the proposed course specifically address the Foundational Component Area definition above?

MUSC/PERF 325 Dance in World Cultures: Dance embodies a culture's aesthetics, ideals, and values. It is both a fundamental dimension of human experience for dancers and a way to convey information about this experience to audiences. Beliefs and values incarnated in dance include views of gender relationships, questions of beauty, obligations for transmitting cultural heritage and innovation, and attitudes toward globalization and the nation state to name only a few. This course provides students with vocabulary, methods, and representative examples necessary to explore the intellectual and social work of dance.

Core Objectives

Describe how the proposed course develops the required core objectives below by indicating how each learning objective will be addressed, what specific strategies will be used for each objective and how student learning of each objective will be evaluated.

The proposed course is required to contain each element of the Core Objective.

Critical Thinking (to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information):

Students must analyze selected works of dance using class vocabulary and methods. Analyses will be written and students must describe and interpret the visual, textual, and kinesthetic elements of dance in all assignments. Students must synthesize information from multiple case studies to formulate conclusions about dance's cultural work, which will be assessed through the probes and take home final. Assessment criteria are: successful comparison and contrast of dance's function in two cultures, correct application of course vocabulary, and effective analysis of the vocabulary itself as a tool for examining dance's social work.

Communication (to include effective development, interpretation and expression of ideas through written, oral and visual communication):

Written assignments require students to interpret the meaning and significance of key dance examples. Students will be assessed on their accurate use of course vocabulary, the ability to describe movement particulars, and their ability to integrate movement particulars and class vocabulary to come to interpretive conclusions. Presentations require students to integrate written, verbal, and visual communication to convey their arguments about dance's cultural work in a given context. Students must demonstrate the ability to convey the visual dimensions of movement particulars using the body or technology, the ability to orally deliver organized analyses, and effectively address questions from the audience.

Social Responsibility (to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities):
Texas A&M University
Core Curriculum
Initial Request for a Course Addition to the Fall 2014 Core Curriculum
This course includes discussions about dance as cultural property and ethics of using cultural and intercultural forms. It emphasizes that understanding dance in specific cultural contexts is a dimension of intercultural competence. It explicitly examines the role of dance in maintaining regional, national, and global communities. Probe 1, 2, and 3 and the midterm exam will assess this dimension by requiring students to successfully apply Dance Heritage Coalition criteria for ethics to scenarios involving global and intercultural dance, demonstrating both an understanding of these criteria and the ability to apply them to a range of scenarios.

Personal Responsibility (to include the ability to connect choices, actions and consequences to ethical decision making):

Personal responsibility operates on two levels in this course. It is a content element in examinations of individual artists and choreographers who have used dance to communicate key points of social concern. In numerous readings emphasizing dance as cultural patrimony and intellectual property, it requires students to think about the ethical dimensions and consequences of cultural appropriation. Results of these reflections will be assessed through exam questions that require students to identify specific concerns of choreographers and the ethical issues in dance as cultural patrimony and intellectual property. Group assignments require members to meet their responsibilities for the components to which they are assigned or face the consequences during class presentations. Assessment of group projects will include rubric for students to rate their collaboration in categories including equity of contribution, quality of discussion and planning, and nature of decision-making.

Please be aware that instructors should be prepared to submit samples/examples of student work as part of the future course recertification process.